

LCFF Budget Overview for Parents

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

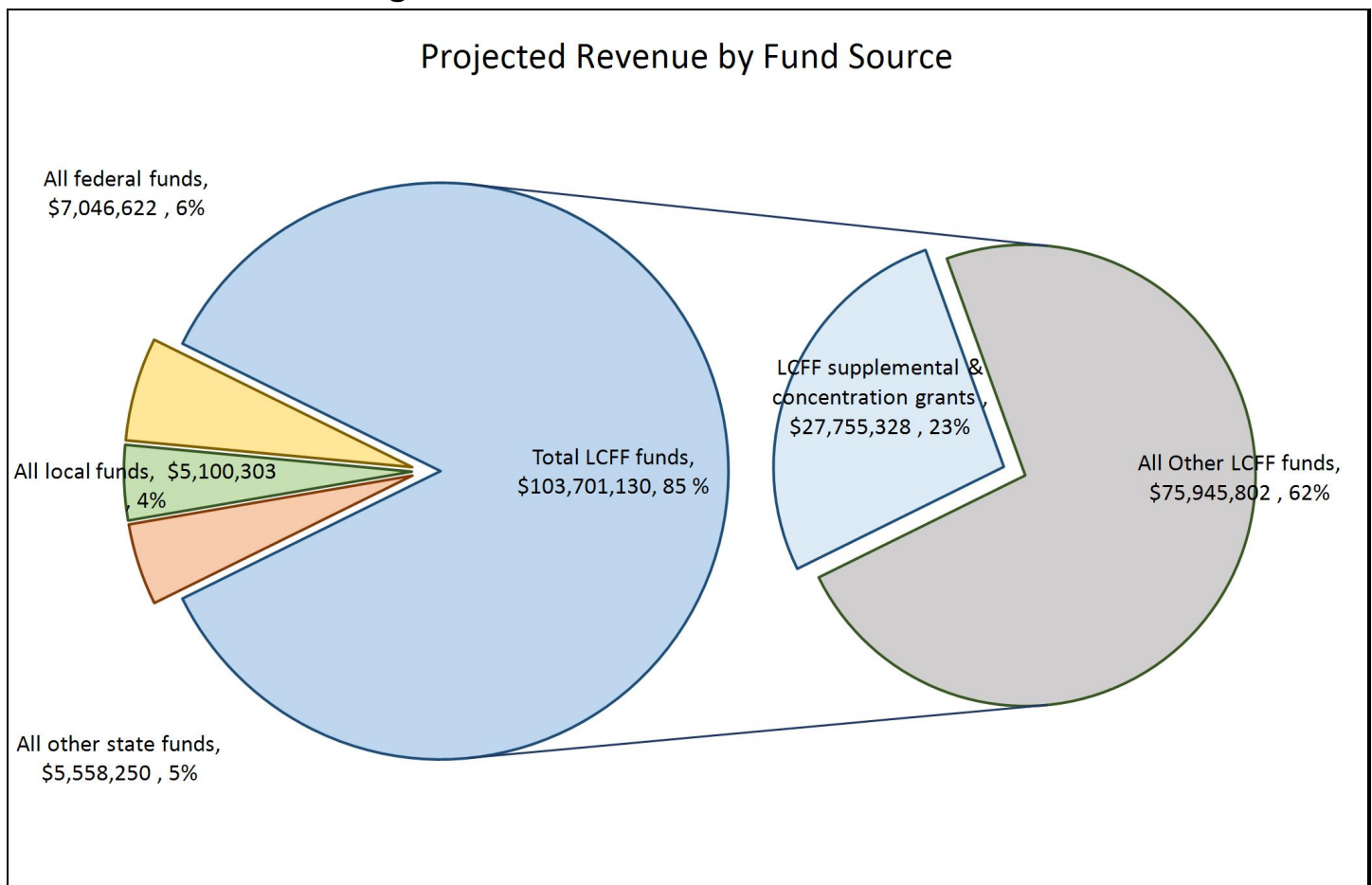
CDS Code: 15-63503

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

LEA contact information: Ramon Hendrix, 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

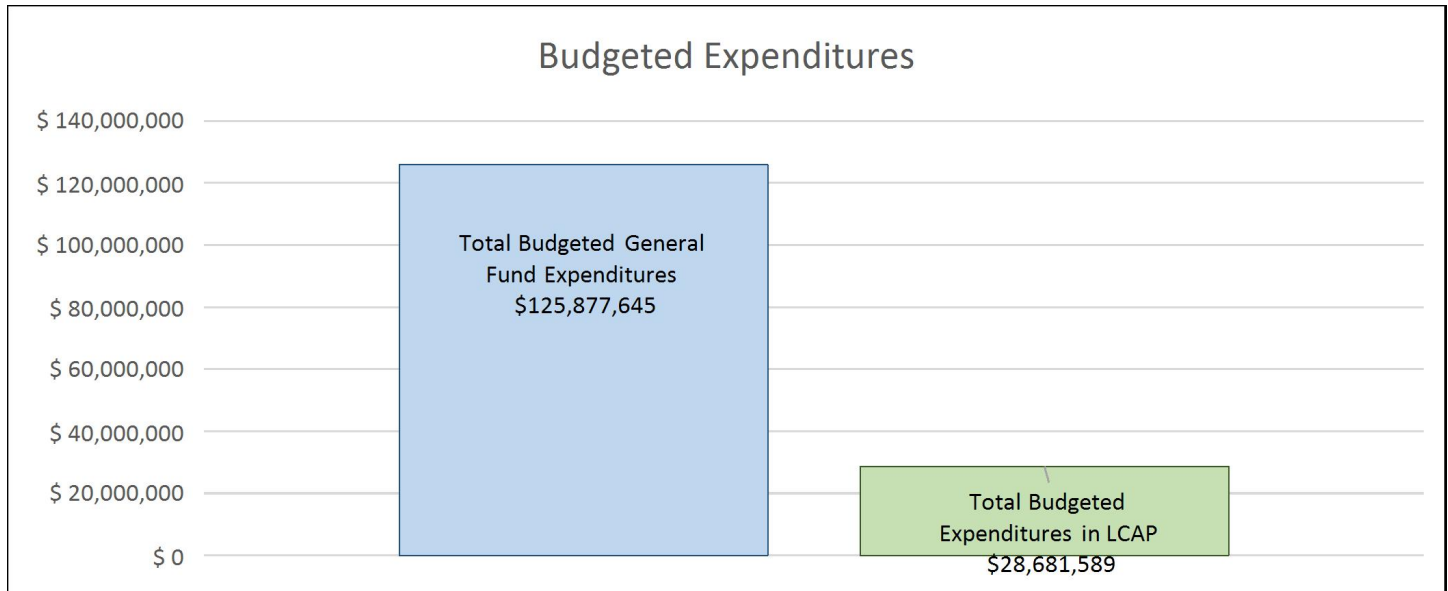


This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The total revenue projected for Greenfield Union School District is \$121,406,305, of which \$103,701,130 is Local Control Funding Formula (LCFF), \$5,558,250 is other state funds, \$5,100,303 is local funds, and \$7,046,622 is federal funds. Of the \$103,701,130 in LCFF Funds, \$27,755,328 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 Greenfield 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.

Greenfield Union School District plans to spend \$125,877,645 for the 2019-20 school year. Of that amount, \$28,681,589 is tied to actions/services in the LCAP and \$97,196,056 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures not included in the LCAP for the 2019- 2020 school year are the following:

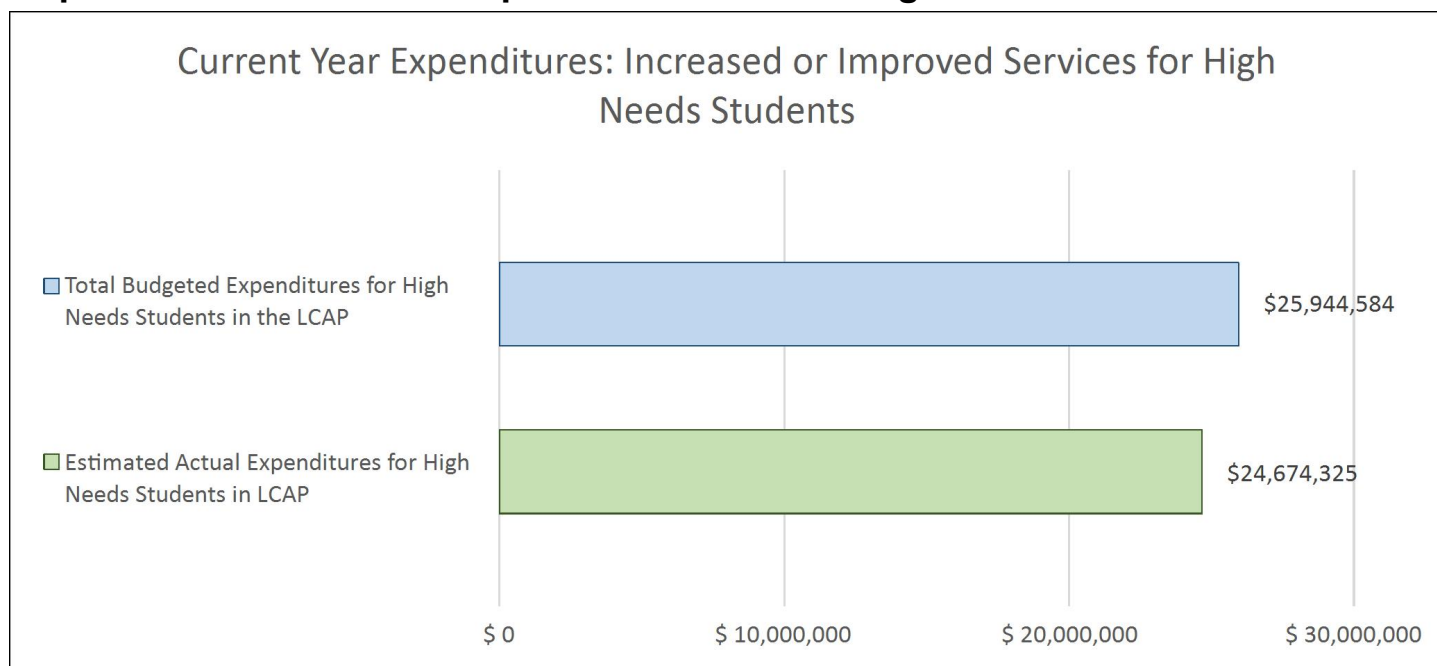
- Salaries and benefits for certificated teachers, classified personnel, and administrative staff members
- Operation/Facility and maintenance costs
- Books and supplies

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

In 2019-20, Greenfield Union School District is projecting it will receive \$27,755,328 based on the enrollment of foster youth, English learner, and low-income students. Greenfield 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, Greenfield Union School District plans to spend \$27,755,328 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 Greenfield 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 Greenfield 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, Greenfield Union School District's LCAP budgeted \$25,944,584 for planned actions to increase or improve services for high needs students. Greenfield Union School District estimates that it will actually spend \$24,674,325 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-1,270,259 had the following impact on Greenfield Union School District's ability to increase or improve services for high needs students: Although there was a difference between the budgeted and actual expenditures, GFUSD has seen positive gains in the actions outlined in our LCAP in multiple areas, including improved services for high needs students. Some of the significant highlights that are principally directed to our high need students include:

- Positive Behavior Intervention and Supports (PBIS). Action 3.2
- Write From the Beginning and Beyond. Action 1.5
- STAR reading and math to monitor student growth. Action 2.1

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

Greenfield Union School District

Contact Name and Title

Ramon Hendrix
Superintendent

Email and Phone

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661-837-6000

2017-20 Plan Summary

The Story

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

Greenfield Union School District (GFUSD) encompasses approximately 24 square miles located on the southwest side of Bakersfield. We strive to provide quality education and prepare our students for the 21st century. The district operates 12 schools (8 elementary schools, 3 middle schools and 1 community school).

As of October 3, 2018, the district serves 9,327 students in transitional kindergarten through eighth grade. The student population is diverse with 83.37% Hispanic, 6.88% African American, 5.97% White, .23% American Indian/Alaskan Native, .05% Pacific Islander, .38% Filipino, 1.83% Asian, and 1.27% Multiple race not Hispanic. The district consists of 22.8% English Learners, 19.29% Special Ed., < 1 % Homeless, and < 1% Foster Youth. 92.85% of all students in the district are socio-economically disadvantaged.

District Mission Statement: Greenfield Union School District is a student centered district dedicated to preparing each student for a life which is productive academically, physically, socially, emotionally and economically.

District Value Statement:

- The district is committed to its valued employees.
- The district is committed to developing and maintaining facilities that provide a safe and effective learning environment for our students and community.
- The district is committed to recruiting and retaining a highly qualified professional staff.
- The district is committed to meeting the specific needs of each child within our community by providing a comprehensive standards-based instructional program.
- The district is committed to providing quality resources and services that support the instructional goals of each site through sound business practices.

- The district is committed to integrating and coordinating services in partnership with the community so as to provide each child with opportunities for academic, physical, social and emotional success.

LCAP Highlights

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

Working closely with stakeholders throughout the Greenfield Union School District, three goals have been identified as the focus for the 2019-2020 LCAP:

GOAL 1: The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

- Technology Refresh Plan (including 1:1 devices)
- New teacher Support (Mentor program and Teacher Induction Program)
- Class Size Reduction
- Writing Program
- Secretary to assist with monitoring support of program requirements
- ELD Program
- Administrator to monitor support of LCAP requirements

Actions/Services 1.1- 1.7

GOAL 2: All Students will achieve academic proficiency levels based on local and state assessments.

- STAR Early Literacy, Reading, and Mathematics Assessment Programs
- Equitable services for the After School Program
- ALEKS (Supplemental Math Intervention)
- Prepare our students for high school, college, and/or career readiness
- District Curriculum Specialists to coordinate curriculum needs with technology and provide professional development
- GATE Program
- STEM Classes
- IO Education to monitor student achievement
- Academic Coaches and interventions
- Field Trips (including 6th grade to Camp KEEP)
- Elementary Music Program
- Reading 180 Intervention Program (4th -8th grade)
- Accelerated Math Classes
- Transitional Kindergarten Teachers and Assistants
- Lexia Reading/Power UP/Accelerated Reader/A to Z Reading
- Reading Plus
- TK/K Assessment ESGI and DAZZEL

Actions/Services 2.1-2.19

GOAL 3: The district will remain a safe and positive learning environment through communication and collaboration.

- Bully Prevention Training
- PBIS
- Parent Education (including PIQE)

- Home to School Communication
- Campus Security
- Support Staff (including MSWs and 12 Behavior Intervention Assistants)
- Promote Parent Involvement
- After School Sports Program
- Clean Campuses
- Security at Cameras
- Shade Structures
- Administrator of Student Supports

Actions/Services 3.1- 3.16

Review of Performance

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

Greatest Progress

According to the California Dashboard, the district's 2018 suspension rate was indicated as "green." The district suspension rate was 2.5%. This is a 1.2% decline for all students from 2017. The district will continue to focus on decreasing the suspension rate by 1% each year. We attribute this decrease in suspensions to the implementation of our Positive Behavior Intervention and Supports (PBIS) program. Action 3.2

Additionally, on the 2018 California Dashboard the district indicator for chronic absenteeism was "green". The district chronic absenteeism rate was 8.9%. This is a 0.5% decline from 2017. The district will continue to focus on decreasing the chronic absenteeism rate by 1% each year with the implementation of the attendance software program (A2A). Action 3.5

Although the district indicator for the 2018 CAASPP results on California Dashboard remained "yellow" for all students in English language arts (ELA), and mathematics, the district continues to show growth in student achievement. The district increased 10 points in ELA and 4.2 points in mathematics for all students. The district 2018 CAASPP results showed 49% of all students scored standard met or standard exceeded in ELA and 36% of all students scored standard met or standard exceeded in mathematics.

We attribute this growth to the consistent implementation of the following:

- Continued CCSS monitored by administrators. Goal 1
- Write From the Beginning and Beyond targeting low income students, foster youth, and English learners. Action 1.5
- STAR reading and math to monitor student growth targeting low income students, foster youth, and English learners with gap skills/standards. Action 2.1

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

According to the 2018 California Dashboard, the district did not have any state indicator for which the overall performance was “red” or “orange”, and no local indicator was “not met”.

The district uses STAR Reading and STAR Math assessments to monitor student progress in reading and mathematics. In 2018-2019, the district results showed 22.8% of students performed below the 25th percentile on the STAR Reading assessment. These results show a decrease of 16.2% of students performing below the 25th percentile in reading from the 2017-18 results. In 2018-2019, the district results showed 14.6% of students performed below the 25th percentile on the STAR Math assessment. These results show a decrease of 9.4% of students performing below the 25th percentile in mathematics from the 2017-18 results. The district goal is to decrease the percent of students performing below the 25th percentile by 6% each year in reading and mathematics. Action 2.1

Although we have seen some growth in these scores, the district still deems this as a need. To address this need, the district will implement the following actions:

- The district has hired additional teachers to reduce class size to support instructional strategies that allow for more individual attention for all students, principally directed to low income students, foster youth, and English learners. Action 1.3
- Academic Coaches will continue to identify under-performing students, provide academic support, and monitor academic achievement of at risk, low income students, foster youth, homeless, and English learner students. Action 2.9
- Provide a reading intervention program for 4th - 8th grade students focused on monitoring the academic achievement of at risk, low income, foster youth, homeless, and English learner students. Action 2.12
- Provide supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, homeless, and English learners. Action 2.3
- Curriculum Specialists will create a math network for administrators and teachers to differentiate and improve math instructional practices. Action 2.5

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

The district indicator on the California Dashboard for the 2018 CAASPP results indicated “yellow” for all students in mathematics, while students with disabilities indicated “red” in mathematics. The district 2018 CAASPP results showed 5.2% of special education students met or exceeded the standard in mathematics.

To address this performance gap, the district includes the following actions:

The district will continue to support the maintenance of special day class program assistants, school psychologists, and program specialists to support academic and social needs of special education students. Action 3.8

Special education program specialists will provide support and strategies to teachers on how to teach mathematics aligned to the general education curriculum for students with disabilities. Action 3.8

On the 2018 California Dashboard the district suspension rate for all students was “green”, while the suspension rates for students of two or more races was “orange” and foster youth was “red”.

To address these performance gaps, the district will implement the following action:

- Continue district wide Positive Behavior Intervention Supports (PBIS) program to ensure a positive learning environment targeting students of two or more races and foster youth. Action 3.2
- Continue Promoting Alternative Thinking Strategies (PATHS) program at Community School to ensure a positive learning environment targeting students of two or more races and foster youth. Action 3.2
- Administrator of Student Supports will continue to oversee Multi-Tier Systems of Support (MTSS), targeting all student groups with an emphasis on students of two or more races and foster youth. Action 3.16

The district’s chronic absenteeism indicator on the California Dashboard was “green”, while the indicator for Filipino, White, and students of Two or more races was “orange”. Additionally, the chronic absenteeism rate indicator for Asian and Homeless students was “red”.

The district plans to address these performance gaps by the following actions:

- Administrators will use Attention 2 Attendance (A2A) to monitor student attendance and provide support regarding chronic absenteeism to parents of Filipino, White, Two or more races, Asian and Homeless student groups. Action 3.5
- The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of Filipino, White, Two or more races, Asian and Homeless student groups. Action 3.7

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.

Not Applicable - GFUSD does not have any schools that are identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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.

Not Applicable - GFUSD does not have any schools that are identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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.

Not Applicable - GFUSD does not have any schools that are identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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

The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1 Basic Services :

Priority 1 (a) Teachers are fully and appropriately credentialed for assignment. Goal is 100%

Priority 1 (b) Pupils access to standard aligned materials.
100% - will maintain

Priority 1 (c) School facilities maintained in good repair
"Exemplary" - will maintain

Priority 2 Implementation of State Standards:

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:
ELA
ELD

Actual

Metric/Indicator

Priority 1 Basic Services:

Priority 1 (a) Teachers are fully and appropriately credentialed for assignment.
88%

Priority 1 (b) Pupils access to standard aligned materials.
100%

Priority 1 (c) School facilities maintained in good repair
All sites "Exemplary"

Priority 2 Implementation of State Standards:

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA 4 (Full Implementation)

ELD 3 (Initial Development)

Math 4 (Full Implementation)

Next Generation Science Standards 2 (Beginning Development)

Expected

Math

Next Generation Science Standards

History/Social Science

Goal is to score a 5 (Full Implementation and Sustainability) in all areas

CCSS programs will be monitored by principals using district walk through tool.

Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted.

The goal is to have 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students.

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ELD: Goal is to score a 5(Full Implementation and Sustainability)

#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

The percentile of staff, parents, and students that "don't know" will decrease by 6%.

ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.

18-19

Priority 1: Basic Services

Priority 1(a) Estimated: 100% of teachers are fully credentialed and appropriately assigned

Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%.

Actual

History/Social Science 3 (Initial Development)

CCSS programs were monitored by principals using district walk through tool.

Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted.

Staff - 86.8%

Parents- 89%

Students- 68.9%

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ELD: 4 (Full Implementation)

#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. This questions was

renumbered and reworded in the 2018-19 Survey. The question now reads #9 The district's ELD program supports students acquiring English/We have ELD time every day. The percentile of staff, parents, and students that "don't know".

Staff - 11.3%

Parents - 12.6%

Students - 24%

ELD programs were monitored by Principals during required walkthroughs.

Expected

Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report

Priority 2: Implementation of State Standards

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

Estimated:

ELA - 5(Full Implementation and Sustainability)

ELD - 5(Full Implementation and Sustainability)

Math - 5(Full Implementation and Sustainability)

Next Generation Science Standards - 5

History/Social Science - 5

Estimated: CCSS monitored by Principals during required walk through observations using district walk through tool.

Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. Agreed" Results:

Estimated:

Staff - 90%

Parents - 90%

Students - 90%

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Estimated:

ELD - 5(Full Implementation and Sustainability)

Actual

Expected

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

Estimated "Don't Know" Results:

Staff - 11.1%

Parent - 13.1%

Student - 18.6%

Estimated: Continue ELD programs monitored by Principals during required walkthroughs

Baseline

Priority 1: Basic Services:

Priority 1(a) 91% of teachers are fully credentialed and appropriately assigned.

Priority 1(b) The District is 100% compliant with Williams Act. All students have access to core textbooks.

Priority 1(c) All facilities are maintained in good repair with "Exemplary" status as indicated on the FIT report.

Priority 2 Implementation of State Standards:

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA - 4 (Full Implementation)

ELD - 3 (Initial Implementation)

Math - 4 (Full Implementation)

Next Generation Science Standards - 2

(Beginning Development)

History/Social Science - 2 (Beginning Development)

CCSS programs will be monitored by principals using district walk through tool.

Actual

Expected

Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. In 2016 - 2017- "Agreed" Results:Staff - 85.3%,Parents - 82.5%,Students - 54.9%

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
ELD - 3(Initial Implementation)

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. In 2016 -2017 "Don't Know" Results: Staff - 18.8%, Parent - 19.8%, Student - 22.9%

ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.

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

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

1.1 Purchased, replaced, and upgraded technology devices for staff and students. Updated 21st Century Classroom standard setup. Maintained technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$2,009,141

Other Classified Salaries Unrestricted Concentration/Supplemental \$478,760

Other Classified Benefits Unrestricted Concentration/Supplemental \$330,562

Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$1,331,653

Other Classified Salaries Unrestricted Concentration/Supplemental \$466,135

Other Classified Benefits Unrestricted Concentration/Supplemental \$315,484

Equipment Unrestricted Concentration/Supplemental \$190,533

Action 2

Planned Actions/Services

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

Actual Actions/Services

1.2 Maintained Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

Budgeted Expenditures

Certificated Salaries Unrestricted Concentration/Supplemental \$179,177

Certificated Benefits Unrestricted Concentration/Supplemental \$42,528

Materials and Supplies Unrestricted Concentration/Supplemental \$2,500

Travel/Conference Unrestricted Concentration/Supplemental \$10,000

Other Certificated Salaries and Benefits(subs) Unrestricted

Estimated Actual Expenditures

Certificated Salaries Unrestricted Concentration/Supplemental \$213,773

Certificated Benefits Unrestricted Concentration/Supplemental \$49,466

Materials and Supplies Unrestricted Concentration/Supplemental \$3,566

Travel/Conference Unrestricted Concentration/Supplemental \$4,440

Other Certificated Salaries(subs) Unrestricted

		Concentration/Supplemental \$14,000	Concentration/Supplemental \$10,943
		Professional Development/Consulting Unrestricted Concentration/Supplemental \$4,000	Professional Development/Consulting Unrestricted Concentration/Supplemental \$7,230
			Other Certificated Benefits (subs) Unrestricted Concentration/Supplemental \$2,092

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 2018-19 hire 8 teachers. Maintenance of 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.	1.3 2018-19 hired 10 teachers. Maintained 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.	Certificated Teacher Salaries Unrestricted Concentration/Supplemental \$5,852,800	Certificated Teacher Salaries Unrestricted Concentration/Supplemental \$6,048,829
		Certificated Teacher Benefits Unrestricted Concentration/Supplemental \$2,645,488	Certificated Teacher Benefits Unrestricted Concentration/Supplemental \$2,683,178
		Certificated Teacher Salaries for 8 Teachers hired in 2018-19 Unrestricted Concentration/Supplemental \$501,435	Certificated Teacher Salaries for 10 Teachers hired in 2018-19 Unrestricted Concentration/Supplemental \$559,700
		Certificated Teacher Benefits for 8 Teachers hired in 2018-19 Unrestricted Concentration/Supplemental \$231,703	Certificated Teacher Benefits for 10 Teachers hired in 2018-19 Unrestricted Concentration/Supplemental \$265,290

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.	1.4 Maintained a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth. Including using the Foster Focus program to monitor foster youth.	Clerical, Technical, and Office Staff Salaries Unrestricted Concentration/Supplemental \$48,671	Clerical, Technical, and Office Staff Salaries Unrestricted Concentration/Supplemental \$50,571
		Clerical, Technical, and Office Staff Benefits Unrestricted Concentration/Supplemental \$29,927	Clerical, Technical, and Office Staff Benefits Unrestricted Concentration/Supplemental \$30,438

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.	1.5 Maintained supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.	Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$30,000	Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental \$6,750
		Materials and Supplies Unrestricted Concentration/Supplemental \$17,000	Materials and Supplies Unrestricted Concentration/Supplemental \$1,678

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.	1.6 Maintained Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners	Travel/Conferences Unrestricted Concentration/Supplemental \$9,000	Travel/Conferences Unrestricted Concentration/Supplemental \$2,769
		Materials and Supplies Unrestricted Concentration/Supplemental \$1,000	Materials and Supplies Unrestricted Concentration/Supplemental \$3,009
			Professional Development/Consulting Unrestricted

			Concentration/Supplemental \$7267
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.	1.7 Maintained administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.	Certificated Admin. Salaries Unrestricted Concentration/Supplemental \$117,981	Certificated Admin. Salaries Unrestricted Concentration/Supplemental \$122,650
		Certificated Admin. Benefits Unrestricted Concentration/Supplemental \$39,209	Certificated Admin. Benefits Unrestricted Concentration/Supplemental \$40,097
		Materials and Supplies Unrestricted Concentration/Supplemental \$1,000	Materials and Supplies Unrestricted Concentration/Supplemental \$501
		Travel / Conference Unrestricted Concentration/Supplemental \$2,000	Travel / Conference Unrestricted Concentration/Supplemental \$1,000
		Printing Charges Unrestricted Concentration/Supplemental \$5,000	Printing Charges Unrestricted Concentration/Supplemental \$5,225

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.

Greenfield Union School District LCAP Goal 1 states " The district will provide full implementation of the Common Core State Standards(CCSS) and access technology to promote 21st Century Learning Skills."

Overall actions for this goal were successfully implemented (Actions 1.1-1.7) as planned with one exception:

- Action 1.5 Maintain supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond (WFBB) and CCSS writing strategies. Due to the history textbook adoption this year, the district decided to not train teachers on a new type of writing to provide more time for successful WFBB program implementation. In 2019-2020 the district plans to continue training teachers on Write From the Beginning and Beyond.

Some notable examples of implementation include the following:

- The implementation of technology is a district focus to meet the demands of the Common Core State Standards(CCSS). Due to advancements in technology, the district still deems this as a need to keep technology current. Action 1.1
- The district will continue to hire and maintain additional teachers hired at sites to reduce class size. This year the district LCAP funded 10 additional teachers to support student academic achievement for all students, principally, English learners, foster youth and low income students. Action 1.3
- The district uses Foster Focus to monitor foster youth. Foster Focus allows GFUSD to better coordinate services between the district and the Department of Human Services. Then the district uses this information to provide the proper services and supports to foster students. Action 1.4

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

Overall the district continues to see growth in the implementation of the CCSS and student access to technology.

The California Dashboard Reflection Tool results showed teachers rated the district's progress in providing professional learning for teaching of the CCSS in English language arts, math and English language development as 4 (Full Implementation). However, teachers rated the districts implementation of next generation science standards as 2(Beginning Development) and history/social science standards as 3(Initial Development). The districts goal is to be at 5 (Full Implementation and sustainability) in all subject areas. Although the district did not see the gain we had anticipated in the dashboard reflection tool results, we believe it will take time to see the desired growth in implementation of the Common Core State Standards (CCSS). The district will continue to implement the CCSS and the access to technology. In an effort to increase implementation of the CCSS, site administrators will continue to monitor the teaching of these standards, and continued implementation of the Write from the Beginning and Beyond writing program will provide more alignment and increase awareness of the CCSS. Write from the Beginning and Beyond (WFBB) is a comprehensive and systematically structured writing curriculum. The WFBB curriculum is designed to build the foundation students need for CCSS and 21st Century Learning Skills. Action 1.5

Additionally, the California Dashboard Reflection Tool results showed teachers rated the district's progress in making ELD instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught as 4 (Full Implementation). The Systematic ELD program is a comprehensive approach to developing English proficiency, which is essential to ensure academic achievement for English learners. Therefore, the district will continue to provide Systematic ELD materials and training to fully implement the program. Action 1.6

The district still deems there is a need for this goal, and we will continue this goal for the next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 - The cost to replace, purchase, and upgrade the technology devices for staff and students was overestimated.

Action 1.2 - The amount needed to provide the TIP program was underestimated due to a salary raise and an increase in employee benefits. The amount for travel and conference was overestimated and the amount for professional development/consulting was underestimated.

Action 1.3 - The amount was under estimated due to a raise and increase in benefit costs. Also, we budgeted for hiring 8 teachers instead 10 teachers were hired.

Action 1.4 - The amount budgeted was underestimated due to a salary raise and an increase in benefit costs.

Action 1.5 - The amount budgeted to purchase supplemental writing materials and professional/consulting was overestimated. Due to the history textbook adoption, the district decided to not train teachers on a new type of writing to provide more time for successful program implementation.

Action 1.6 - The amount budgeted for travel/conferences was overestimated. Currently, the district has enough certified ELD program trainers, so there was no need to send staff to ELD summer training. The amount for materials and professional/consulting was underestimated. Some of the extra funds from the travel/conferences was used toward the under estimated budget items.

Action 1.7 - The amount budgeted was underestimated due to a salary raise and an increase in benefit costs. Most of the conferences/trainings were offered locally, so the amount for was overestimated.

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

The district will not make any changes to LCAP Goal 1. All actions(1.1- 1.7) in this goal will continue as planned in the 2019-2020 LCAP.

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

All students will achieve academic proficiency levels based on local and state assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) SBAC Met or Exceeded Standard The goal is to increase each subgroup in ELA and math by 8%. Science Advanced or Proficient The District set the goal of increasing each subgroup by 8%. Priority 4(b) API: N/A Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	2018-19 Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) Met or Exceeded Standard ELA: All Students: 49%, Special Education: 8.6%, English Learners:8.8%, Re-designated:60.7% Math - All Students: 36%, Special Education:5.2%, English Learners:8.6%, Re-designated:44.4% Science The CST Science field test was administered. We will establish baseline scores in 2019-2020. Priority 4(b) API: N/A Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

Expected

Priority 4(d)Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level

Priority 4(e)English Learner Reclassification Rate: Goal is to increase 8% each year

Priority 4(f)Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a)Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data. Goal is to maintain 100%.

Priority 7 (b)Elective Classes offered at Middle Sites: Goal is to maintain availability of class selection.

18-19

Priority 4: Pupil Achievement

Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

Estimated: Met or Exceeded Standard

ELA: All Students:50%, Special Education:12.6%, English Learners:15.9%, Re-designated:63.5%

Math - All Students:40%, Special Education:13.7%, English Learners:17.7%, Re-designated:58.8 %

Estimated:

Science

In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores not will be given to districts. Next year ,we will began using the CST Science test to establish a baseline score for next year

Actual

Priority 4(d) Percentage of EL pupils making progress towards English proficiency:

ELPAC:

Level 4(Well Developed): 25.9%

Level 3(Moderately Developed): 39.1%

The goal is to increase by 6% each year.

Priority 4(e) English Learner Reclassification Rate 30%

Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a) All students had access to district programs. 100% of unduplicated pupils were provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7 (b) The district will maintained availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintained the 21 classes.

Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. 100% of students with exceptional needs are enrolled in programs and services based on state standards and student needs as indicated by local assessment data.

Expected

Priority 4(b) API: N/A

Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

Priority 4(d) Percentage of EL pupils making progress towards English proficiency:
Estimated: Use baseline score established in 2018 to set a new annual growth goal.

Priority 4(e) English Learner Reclassification Rate
Estimated: 37%

Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs:

Estimated: All students have access to district programs.

Estimated: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.

Baseline

Priority 4: Pupil Achievement

Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)
SBAC Met or Exceeded Standard

Actual

Expected

ELA: All Students:35%, Special Education:6%, English Learners: 8%, Redesignated:49%

Math - All Students: 28%, Special Education:5%, English Learners:9%, Redesignated:38 %

Science Advanced or Proficient

Science: 5th Grade - All Students:51%, Special Education:28%, English Learners:17%, Redesignated:71%

Science: 8th Grade - All Students:57%, Special Education:0%, English Learners:14%, Redesignated:65%

Priority 4(b) API: N/A

Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

Priority 4(d) Percentage of EL pupils making progress towards English proficiency:

Percent of students that advance at least one CELDT level
2016-17 - 51.2% Goal is to increase by 8% each year

Priority 4(e)English Learner Reclassification Rate: 22.0%

Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs.
100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7 (b) The district has been able to maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab

Actual

Expected

Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district offered 21 electives classes in 2016-2017.

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
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.	2.1 Renewed STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$133,968	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$133,976

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.	2.2 Provided equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.	Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$396,870	Classified Instructional Salaries Unrestricted Concentration/Supplemental \$472,320
		Classified Instructional Benefits Unrestricted Concentration/Supplemental \$79,928	Classified Instructional Benefits Unrestricted Concentration/Supplemental \$105,677
		Materials and Supplies Unrestricted	Materials and Supplies Unrestricted

Concentration/Supplemental
\$60,000

Concentration/Supplemental
\$14,031

Action 3

Planned Actions/Services

2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

Actual Actions/Services

2.3 Renewed supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

Budgeted Expenditures

Professional / Consulting Services and Operating Expenditures. Unrestricted
Concentration/Supplemental
\$117,420

Estimated Actual Expenditures

Professional / Consulting Services and Operating Expenditures. Unrestricted
Concentration/Supplemental
\$117,420

Action 4

Planned Actions/Services

2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

Actual Actions/Services

2.4 Prepared students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

Budgeted Expenditures

Professional/Consulting Services and Operating Expenditures. Unrestricted
Concentration/Supplemental
\$11,000

Estimated Actual Expenditures

Professional/Consulting Services and Operating Expenditures. Unrestricted
Concentration/Supplemental
\$7,899

Action 5

Planned Actions/Services

2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.

Actual Actions/Services

2.5 Provided District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners

Budgeted Expenditures

Certificated Teacher Salaries Unrestricted
Concentration/Supplemental
\$260,838

Certificated Teacher Benefits Unrestricted
Concentration/Supplemental
\$100,806

Estimated Actual Expenditures

Certificated Teacher Salaries Unrestricted
Concentration/Supplemental
\$277,318

Certificated Teacher Benefits Unrestricted
Concentration/Supplemental
\$103,950

		Materials and Supplies Unrestricted Concentration/Supplemental \$1,000	Materials and Supplies Unrestricted Concentration/Supplemental \$500
		Travel/Conference Unrestricted Concentration/Supplemental \$5,000	Travel/Conference Unrestricted Concentration/Supplemental \$299

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.	2.6 Provided Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.	Materials and Supplies. Unrestricted Concentration/Supplemental \$40,000	Materials and Supplies Unrestricted Concentration/Supplemental \$0
		Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$15,000	Other Certificated Salaries Unrestricted Concentration/Supplemental \$1,322
		Travel/Conferences Unrestricted Concentration/Supplemental \$30,000	Travel/Conferences Unrestricted Concentration/Supplemental \$6,475
		GATE Field Trips Unrestricted Concentration/Supplemental \$5,000	GATE Field Trips Unrestricted Concentration/Supplemental \$0
			Printing Unrestricted Concentration/Supplemental \$346
			Professional Consulting/Software Unrestricted Concentration/Supplemental \$10,879
			Other Certificated Benefits Unrestricted

			Concentration/Supplemental \$253
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Maintain and add classes for Science Technology Engineering and Math (STEM) for middle school students, including low income students, foster youth, and English learners.	2.7 Maintained and added classes for Science Technology Engineering and Math (STEM) for middle school students, including low income students, foster youth, and English learners.	Materials and Supplies Unrestricted Concentration/Supplemental \$75,930	Materials and Supplies Unrestricted Concentration/Supplemental \$48,443
		Equipment Unrestricted Concentration/Supplemental \$12,870	Equipment Unrestricted Concentration/Supplemental \$31,102
		Travel/ Conference Unrestricted Concentration/Supplemental 10,200	Travel/ Conference Unrestricted Concentration/Supplemental \$ 6,000
		Professional/Consulting Services Unrestricted Concentration/Supplemental \$3,000	Professional/Consulting Services Unrestricted Concentration/Supplemental \$2,400
		Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$1,000	Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental \$1,918
			Other Certificated Benefits (subs) Unrestricted Concentration/Supplemental \$367

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Provide IO Education to monitor achievement of all students in K - 8th grades,	2.8 Provided IO Education to monitor achievement of all students in K - 8th grades,	Materials and Supplies Unrestricted	Materials and Supplies Unrestricted

including low income students, foster youth, and English learners.

including low income students, foster youth, and English learners.

Concentration/Supplemental
\$65,000

Concentration/Supplemental
\$64,016

Action 9

Planned Actions/Services

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.

Actual Actions/Services

2.9 Maintained Academic Coaches at each campus. Academic Coaches worked collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They provided academic support/intervention.

Budgeted Expenditures

Other Certificated Teacher Salaries Unrestricted
Concentration/Supplemental
\$970,619

Other Certificated Teacher Benefits Unrestricted
Concentration/Supplemental
\$372,337

NA Unrestricted
Concentration/Supplemental NA

NA Unrestricted
Concentration/Supplemental NA

Estimated Actual Expenditures

Other Certificated Teacher Salaries Unrestricted
Concentration/Supplemental
\$989,801

Other Certificated Teacher Benefits Unrestricted
Concentration/Supplemental
\$375,981

NA Unrestricted
Concentration/Supplemental NA

NA Unrestricted
Concentration/Supplemental NA

Action 10

Planned Actions/Services

2.10 Field trips for enrichment of educational experience for all students, but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

Actual Actions/Services

2.10 Provided field trips for enrichment of educational experience for all students, but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

Budgeted Expenditures

Consulting/Operation Unrestricted
Concentration/Supplemental
\$604,000

Certificated Salaries and Benefits (extra duty/stipends)
Unrestricted
Concentration/Supplemental
\$28,185

Classified Salaries and Benefits (extra duty) Unrestricted
Concentration/Supplemental
\$33,341

Estimated Actual Expenditures

Consulting/Operation Unrestricted
Concentration/Supplemental
\$438,863

Certificated Salaries (extra duty/stipends)
Unrestricted
Concentration/Supplemental
\$18,021

Classified Salaries (extra duty) Unrestricted
Concentration/Supplemental
\$23,814

		Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$5,500	Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental \$9,906
		Rental Vehicles Unrestricted Concentration/Supplemental \$500	Rental Vehicles Unrestricted Concentration/Supplemental \$527
			Other Classified Salaries (subs) Unrestricted Concentration/Supplemental \$1,102
			Certificated Benefits (extra duty/stipends) Unrestricted Concentration/Supplemental \$3,445
			Classified Benefits (extra duty) Unrestricted Concentration/Supplemental \$6,452
			Other Certificated Benefits (subs) Unrestricted Concentration/Supplemental \$1,894
			Other Classified Benefits (subs) Unrestricted Concentration/Supplemental \$298

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Hire 2 additional elementary music teachers in 2018-19. Maintenance of two elementary music teachers hired in 2016-17. This action will provide music	2.11 Hired 2 additional elementary music teachers in 2018-19. Maintained two elementary music teachers hired in 2016-17.	Certificated Teachers Salaries Unrestricted Concentration/Supplemental \$250,294	Certificated Teachers Salaries Unrestricted Concentration/Supplemental \$219,016

instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.

Provided materials, supplies, and instruments.

Certificated Teacher Benefits
Unrestricted
Concentration/Supplemental
\$115,769

Certificated Teacher Benefits
Unrestricted
Concentration/Supplemental
\$109,686

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$200,000

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$202,695

Repairs Unrestricted
Concentration/Supplemental
\$6,000

Repairs Unrestricted
Concentration/Supplemental
\$7,708

Printing Charges Unrestricted
Concentration/Supplemental
\$200

Printing Charges Unrestricted
Concentration/Supplemental
\$674

Travel/Conferences Unrestricted
Concentration/Supplemental
\$5,000

Travel/Conferences Unrestricted
Concentration/Supplemental
\$2,220

Music Field Trips Unrestricted
Concentration/Supplemental
\$8,000

Music Field Trips Unrestricted
Concentration/Supplemental
\$1,118

Certificated Salaries(extra duty
for field trips) Unrestricted
Concentration/Supplemental
\$2,000

Certificated Salaries(extra duty
for field trips) Unrestricted
Concentration/Supplemental
\$146

Certificated Benefits (extra duty
for field trips) Unrestricted
Concentration/Supplemental \$23

Action 12

Planned Actions/Services

2.12 Provide reading intervention
program (Read 180) to 4th - 8th
grade at-risk students, targeting

Actual Actions/Services

2.12 Provided reading intervention
program (Read 180) to 4th - 8th
grade at-risk students, targeting

Budgeted Expenditures

materials and supplies
Unrestricted
Concentration/Supplemental
\$40,000

Estimated Actual Expenditures

materials and supplies
Unrestricted
Concentration/Supplemental
\$32,312

low income students, foster youth, and English learners.

low income students, foster youth, and English learners.

Software license Unrestricted
Concentration/Supplemental
\$50,000

Software license Unrestricted
Concentration/Supplemental
\$50,000

Action 13

Planned Actions/Services

2.13 Provide accelerated math classes for 7th grade students, targeting low income students, foster youth, and English learners.

Actual Actions/Services

2.13 Provided accelerated math classes for 7th grade students, targeting low income students, foster youth, and English learners

Budgeted Expenditures

materials and supplies
Unrestricted
Concentration/Supplemental
\$30,324

Estimated Actual Expenditures

materials and supplies
Unrestricted
Concentration/Supplemental
\$30,495

Action 14

Planned Actions/Services

2.14 Provide additional transitional kindergarten classes to prepare students for kindergarten, principally developed to support the preparation of low income students, foster youth, and English learners for academic success.

Actual Actions/Services

2.14 Provided additional transitional kindergarten classes to prepare students for kindergarten, principally developed to support the preparation of low income students, foster youth, and English learners for academic success.

Budgeted Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$338,887

Classified Salaries Unrestricted
Concentration/Supplemental
\$278,246

Employee Benefits Unrestricted
Concentration/Supplemental
\$225,092

Estimated Actual Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$419,923

Classified Salaries Unrestricted
Concentration/Supplemental
\$278,092

Employee Benefits Unrestricted
Concentration/Supplemental
\$246,546

Action 15

Planned Actions/Services

2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy and Accelerated Reader.

Actual Actions/Services

2.15 Provided reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy and Accelerated Reader.

Budgeted Expenditures

software license Unrestricted
Concentration/Supplemental
\$152,528

Estimated Actual Expenditures

Software license Unrestricted
Concentration/Supplemental
\$155,152

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.	2.16 Provided reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.	software license Unrestricted Concentration/Supplemental \$85,864	Software license Unrestricted Concentration/Supplemental \$85,864

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.17 Provide Saturday Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.	2.17 Provided Saturday Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.	Certificated Salaries and Benefits (extra duty) Unrestricted Concentration/Supplemental \$45,000	Certificated Salaries (extra duty) Unrestricted Concentration/Supplemental \$12,106
		Classified Salaries and Benefits (extra duty) Unrestricted Concentration/Supplemental \$ 10,000	Classified Salaries (extra duty) Unrestricted Concentration/Supplemental \$4,593
			Certificated Benefits (extra duty) Unrestricted Concentration/Supplemental \$2,314
			Classified Benefits (extra duty) Unrestricted Concentration/Supplemental \$1,244

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.	2.18 Provided equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.	Certificated Salaries and Benefits	Certificated Salaries Unrestricted
		Unrestricted Concentration/Supplemental \$45,000	Concentration/Supplemental \$37,779
		Classified Salaries and Benefits	Classified Salaries Unrestricted
		Unrestricted Concentration/Supplemental \$12,150	Concentration/Supplemental \$9,560
			Certificated Benefits Unrestricted
			Concentration/Supplemental \$7,221
			Classified Benefits Unrestricted
			Concentration/Supplemental \$2,590

Analysis

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

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

The actions (2.1-2.18) for this goal were successfully implemented as planned. Achieving academic proficiency levels for all students on local and state assessments is a district priority.

Some highlights that attributed to growth in student achievement include the following:

- STAR Reading and Math assessments for progress monitoring. Action 2.1
- The addition of Lexia Core 5 Reading ,Power Up Literacy, and Reading Plus programs to differentiate reading instruction for students of all abilities have helped to create conditions needed for student success. Action 2.13, 2.16 and 2.17
- Supplemental math intervention materials,including ALEKS for 3rd-8th grade students with an emphasis to support all students, principally directed to low income students, foster youth, and English learners. Action 2.3
- The GATE, STEM (Project Lead the Way), educational field trips, and expansion of the elementary music program have enriched the educational experience for all students. Actions 2.6, 2.7, 2.10, and 2.11

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

Overall student achievement on CAASPP has increased. The district's 2018 CAASPP results showed 49% of all students scored standard met or standard exceeded in ELA, and 36% of all students scored standard met or standard exceeded in mathematics. In 2017, the district CAASPP results showed 42% of all students scored standard met or standard exceeded in ELA, and 32% of all students scored standard met or standard exceeded in mathematics. These results show a 7% increase in ELA and a 4% increase in mathematics of students that scored met or exceeded standard. The district's goal is to increase the percent of all students scoring standard met or standard exceeded in ELA and math by 8% each year.

The district uses STAR assessments to monitor student progress in reading and math. The STAR Reading assessment results in 2018-2019 showed 22.8% of students performed below the 25th percentile. In 2017-18, the district results showed 39% of students performed below the 25th percentile on the STAR Reading assessment. The 2018-19 results show a decrease of 16.2% of students performing below the 25th percentile. The STAR Math assessment results in 2017-2018 showed 14.6% of students performed below the 25th percentile. In 2017-18, 24% of students performed below the 25th percentile on the STAR Math assessment. The 2018-19 results show a decrease of 10.6% of students performing below the 25th percentile. The district's goal is to decrease the percent of students scoring below the 25th percentile on STAR Reading and STAR Mathematics assessments by 6% each year. Action 2.1

GFUSD will continue to focus on improving student achievement on local and state assessments. In an attempt to increase student achievement in ELA, the district will provide Lexia Core 5 Reading ,Power Up Literacy, and Reading Plus programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Action 2.15 and 2.16 To improve student achievement in mathematics, the district will continue to provide supplemental math intervention materials, including ALEKS for 3rd-8th grade students. Action 2.3 District Curriculum Specialists will create a math network for administrators and teachers to differentiate and improve math instructional practices. Action 2.5 Academic Coaches will work collaboratively with site and district staff to improve instructional practices and monitor academic achievement in ELA and mathematics of low income students, foster youth and English learners. Action 2.9

Although the district did see growth on these assessment results, we believe there is still room for advancement in overall student achievement. The district will continue to focus on improving student achievement on local and state assessments. Therefore, the district still deems there is a need for this goal, and we will continue this goal for the next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2 – This amount was underestimated due to a raise and an increase in benefits. The amount for materials was over estimated, so the unused funds for after school supplies will be used toward summer program materials and activities.

Action 2.4 – This amount was overestimated.

Action 2.5 – This amount was underestimated due to a raise and an increase in benefit costs. The amount budgeted for materials and travel/conference was overestimated. Most of the conferences were in town, so the funds reserved for travel to conferences was not needed.

Action 2.6 – The amount needed to provide materials for the GATE program was overestimated. Some of these funds were used to purchase the online GATE testing program. The amount for travel/conferences was overestimated. Due to the restructured GATE program, the district decided to not have GATE field trips or send as many teachers to out of town GATE conferences.

Action 2.7 – The amount for materials was overestimated and the amount for equipment was underestimated. The additional funds reserved for purchasing materials were used to purchase equipment. The amounts for travel/conference and certificated substitutes were underestimated.

Action 2.8 - This amount was overestimated.

Action 2.9 – The amount for salaries/benefits was under underestimated due to a raise and an increase in benefit costs.

Action 2.10 - Most of the funds for this action were overestimated, except the amounts for certificated and classified substitutes which were underestimated. Some of the overestimated funds were used to cover the cost of the certificated and classified substitutes.

Action 2.11 – The amount for salaries/ benefits was overestimated. The music teachers did not attend as many out of town conferences this year, so amount for was overestimated. The amount for field trips and extra duty for filed trips was overestimated. The amounts for materials and repairs were underestimated.

Action 2.12 - The amount for materials was overestimated.

Action 2.14 - This amount for certificated salaries was underestimated due to a raise. The amount for benefits was underestimated due to an increase in benefit costs.

Action 2.15 - This amount was underestimated.

Action 2.17- This amount was overestimated.

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.

In 2019-2020, the district will provide algebra classes to 8th grade students in an effort to better prepare students for high school math courses. Action 2.13 Since 22.8% of students scored below the 25th percentile on the STAR Reading assessment, the district will continue all current reading programs and add a Reading A to Z (a reading fluency program) in an effort to increase reading scores.

Action 2.19 The district will provide assessment programs to monitor instruction for all TK/K students, principally directed to support the needs of low income students, foster youth, and English learners. Including ESGI and DAZZEL. Action 2.20

All remaining actions will continue as planned in the 2019 -2020 LCAP.

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

The district will maintain a safe and positive learning environment through communication and collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Parental Involvement

Priority 3(a) Efforts to seek parent input in making decisions for district and school sites: All sites had a fully functioning SSC and ELAC. Goal is to maintain at all sites.

Parent Participation in the District Needs Assessment Survey
Goal is to increase parent participation by 15% each year.

Sites will hold a Parent/Community informational meeting at the beginning of school year. Goal is 100% of sites.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District goal is 100% of parents of unduplicated students will attend academic performance conferences.

Actual

18-19

Priority 3: Parental Involvement

Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.

Parent Participation in the District Needs Assessment Survey 32%. This was a 3.8% increase from 2017-18

100% of sites held a Parent/Community informational meeting at the beginning of school year.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils:

District wide 93% of parents of unduplicated students attended academic performance conferences.

Expected

Meet with 100% of our parents of special needs students over the course of the year, through IEP process.

Priority 5: Pupil Engagement

Priority 5(a):School Attendance Rate:Increase 1% growth each year.

Priority 5(b);Chronic absenteeism Rate:Decrease each year by 1%.

Priority 5(c):Middle School Dropout Rate:Maintain zero status.

Priority 5(d):High School Dropout Rate:N/A

Priority 5(e):High School Graduation Rate:N/A

Priority 6: School Climate

Priority 6(a) Suspension Rate:The District goal is to continue to decrease suspension rates by 1% each year and maintain at 2%.

Priority 6(b) Expulsion Rate:The District goal is to maintain a zero status.

Priority 6(c) Other local measures on sense of safety and school connectedness:

7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).

3 of the District Needs Assessment - Students look forward to coming to school each day. Goal is to increase by 8%

#12 of the District Needs Assessment - Students feel safe at school. Goal is to increase by 8%.

5th and 7th grade students feel connected at school based on the California Healthy Kids Survey. This survey is administered every two years. The goal is to improve by 8%.

5th and 7th grade students feel very safe at school based on the California Healthy Kids Survey, goal is to improve by 8%.

Priority 8: Other Pupil Outcomes

Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.

The district will set the goal of improving all sections by 7%.

18-19

Actual

Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:

Met with 100% of our parents of special needs students over the course of the year.

Priority 5: Pupil Engagement

Priority 5(a)School Attendance Rate: 95.2%

Priority 5(b)Chronic absenteeism Rate: 8.9 %

Priority 5(c)Middle School Dropout Rate: 0%

Priority 5(d)High School Dropout Rate:N/A

Priority 5(e):High School Graduation Rate:N/A

Priority 6:School Climate

Priority 6(a) Suspension Rate: 2.5%

Priority 6(b) Expulsion Rate:Maintain 0.0 %

Priority 6(c) Other local measures on sense of safety and school connectedness:

All 12 campuses (including Community School) participated in Positive Behavior Interventions and Supports (PBIS).

65.7% of students look forward to coming to school each day based on #3 of the District Needs Assessment.

68% of students feel safe at school based on #11 of the District Needs Assessment (this question was renumbered in 2018-19 due to some questions being deleted from the survey).

Estimated:The California Healthy Kids survey is only administered every two years. Therefore, this data remains the same for 2018-2019.
safe at school based on the California Healthy Kids Survey.

50% of 5th graders feel connected at school

25% of 7th graders feel connected at school

78% of 5th grades feel very safe

61% of 7th graders feel very safe

Expected

Priority 3: Parental Involvement

Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.

Parent Participation in the District Needs Assessment Survey
Estimated:43.2%

Estimated:100% of sites hold a Parent/Community informational meeting at the beginning of school year.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils:
District wide
Estimated:100% of parents of unduplicated students attended academic performance conferences.

Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:

Estimated:Meet with 100% of our parents of special needs students over the course of the year.

Priority 5: Pupil Engagement

Priority 5(a)School Attendance Estimated Rate:99.07%

Priority 5(b)Chronic absenteeism Estimated Rate: 8.4%

Priority 5(c)Middle School Dropout Estimated Rate: 0%

Priority 5(d)High School Dropout Estimated Rate:N/A

Priority 5(e):High School Graduation Estimated Rate:N/A

Priority 6:School Climate

Priority 6(a) Suspension
Estimated Rate:3.2%

Priority 6(b) Expulsion Rate:Maintain Estimated:0.0 %

Priority 6(c) Other local measures on sense of safety and school connectedness:

Estimated: All 12 campuses (including Community School) will participate in Positive Behavior Interventions and Supports (PBIS).

Actual

Priority 8: Other Pupil Outcomes

Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity:5th- 57.5%/7th- 56.8%,
Body Composition:5th- 52.5%/7th- 54.3%,
Abdominal Strength:5th- 64.4%/7th- 65.1%,
Trunk Extension Strength:5th- 89.6%/7th- 89.2%,
Upper Body Strength:5th- 59.9% / 7th- 62.7%,
Flexibility:5th- 66.8% /7th -72.4 %.

Expected

Estimated: 73.9% of students look forward to coming to school each day based on #3 of the District Needs Assessment.
75.1.0% of students feel safe at school based on #12 of the District Needs Assessment.

Estimated: The California Healthy Kids survey is only administered every two years. Therefore, this data remains the same for 2018-2019.
safe at school based on the California Healthy Kids Survey.
50% of 5th graders feel connected at school
25% of 7th graders feel connected at school
78% of 5th grades feel very safe
61% of 7th graders feel very safe

Priority 8: Other Pupil Outcomes

Priority 8(a) Physical Fitness Tests: 5th and 7th Grade students participate in the Physical Fitness Tests.

Estimated:

Aerobic Capacity: 5th- 71.2% / 7th- 62.8%,
Body Composition: 5th- 61.7% / 7th- 61.4%,
Abdominal Strength: 5th- 72.7 % / 7th- 78.0%,
Trunk Extension Strength: 5th- 91.6% / 7th- 95.7%,
Upper Body Strength: 5th- 61.0% / 7th- 62.3%,
Flexibility: 5th- 76.2% / 7th- 82.2 %.

Baseline

Priority 3: Parental Involvement

Priority 3(a) All sites had a fully functioning SSC and ELAC.

Parent Participation in the District Needs Assessment Survey 2016 -2017 school year was 18.2%

100% of sites had a Parent/Community informational meeting at the beginning of school year.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 85.8% of parents of unduplicated students attended academic performance conferences.

Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:

Actual

Expected

Met with 100% of our parents of special needs students over the course of the year.

Priority 5: Pupil Engagement

Priority 5(a) School Attendance Rate: 96.07%

Priority 5(b) Chronic absenteeism Rate: 4.06%

The baseline Chronic Absenteeism was reported incorrectly. The correct Chronic Absenteeism rate was 7.8%.

Priority 5(c) Middle School Dropout Rate: 0%

Priority 5(d) High School Dropout Rate: N/A

Priority 5(e) High School Graduation Rate: N/A

Priority 6: School Climate

Priority 6(a) Suspension Rate: 5.2%

Priority 6(b) Expulsion Rate: Maintain a 0% status.

Priority 6(c) Other local measures on sense of safety and school connectedness:

7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).

70% of students look forward to coming to school each day based on #3 of the District Needs Assessment.

71.0% of students feel safe at school based on #12 of the District Needs Assessment.

The California Healthy Kids survey is only administered every two years. Therefore, our baseline data is from 2015-2016.

60% of 5th graders feel connected at school

54% of 7th graders feel connected at school

77% of 5th grades feel very safe at school

65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey.

Priority 8: Other Pupil Outcomes

Actual

Expected

Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity:5th-68.9%/7th-51.3%,
Body Composition: 5th-56.1%/7th-52.6%,
Abdominal Strength:5th-60.2% /7th-67.3%,
Trunk Extension Strength:5th- 82.9 %/7th- 86.4%,
Upper Body Strength:5th- 56.3%/7th- 54.3%,
Flexibility:5th- 69.8%/7th- 69.4%.

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
3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.	3.1 Sent teachers to Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.	Travel and Conferences Unrestricted Concentration/Supplemental \$5,000	Travel and Conferences Unrestricted Concentration/Supplemental \$0
			Certificated Salaries (subs) Unrestricted Concentration/Supplemental \$2,015
			Certificated Benefits (subs) Unrestricted Concentration/Supplemental \$385

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Expansion of existing program implementation of Positive Behavioral Interventions and	3.2 Expanded of existing program implementation of Positive Behavioral Interventions and	Other Classified Salaries Unrestricted	Other Classified Salaries Unrestricted

Supports (PBIS) to all campuses to ensure all students are able to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.	Supports (PBIS) to all campuses to ensure all students are able to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500. Purchased Promoting Alternative Thinking Strategies (PATHS) program for Community School, and Second Step a TK behavior program.	Concentration/Supplemental \$35,840	Concentration/Supplemental \$37,928
		Other Classified Benefits Unrestricted Concentration/Supplemental \$26,362	Other Classified Benefits Unrestricted Concentration/Supplemental \$26,749
		Teacher Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$1,000	Teacher Salaries (subs) Unrestricted Concentration/Supplemental \$250
		Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$11,007	Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$3,213
		Materials and Supplies Unrestricted Concentration/Supplemental \$37,600	Materials and Supplies Unrestricted Concentration/Supplemental \$47,857
		Travel/Conferences Unrestricted Concentration/Supplemental \$20,000	Travel/Conferences Unrestricted Concentration/Supplemental \$12,567
		PBIS Association Membership Unrestricted Concentration/Supplemental \$200	PBIS Association Membership Unrestricted Concentration/Supplemental \$200
		Printing Charges Unrestricted Concentration/Supplemental \$3,400	Printing Charges Unrestricted Concentration/Supplemental \$1,279
		Consultants(and SWIS License) Unrestricted Concentration/Supplemental \$3,500	Consultants(and SWIS license) Unrestricted Concentration/Supplemental \$8,050
			Teacher Benefits (subs and stipends) Unrestricted

			Concentration/Supplemental \$654
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.	3.3 Maintained parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$42,000	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$45,000
		Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$1,000	Classified Salaries Unrestricted Concentration/Supplemental \$2,061
		Materials and Supplies Unrestricted Concentration/Supplemental \$2,000	Materials and Supplies Unrestricted Concentration/Supplemental \$598
			Classified Benefits Unrestricted Concentration/Supplemental \$559

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide parent and student nutrition education (Including family wellness), emphasizing the nutrition needs of low income students, foster youth, and English learners.	3.4 Provided parent and student nutrition education (Including family wellness), emphasizing the nutrition needs of low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental \$81,976	Classified Salaries Unrestricted Concentration/Supplemental \$85,744
		Classified Benefits Unrestricted Concentration/Supplemental \$38,862	Classified Benefits Unrestricted Concentration/Supplemental \$39,881
		Materials and Supplies Unrestricted	Materials and Supplies Unrestricted

		Concentration/Supplemental \$3,000	Concentration/Supplemental \$1,660
		Travel/Conference Unrestricted Concentration/Supplemental \$350	Travel/Conference Unrestricted Concentration/Supplemental \$348
		Rentals Unrestricted Concentration/Supplemental \$650	Rentals Unrestricted Concentration/Supplemental \$304
		Printing Charges Unrestricted Concentration/Supplemental \$1,000	Printing Charges Unrestricted Concentration/Supplemental \$925
		Transportation Unrestricted Concentration/Supplemental \$100	Transportation Unrestricted Concentration/Supplemental \$23

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 District to provide home-to-school communication to discuss academic support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on African American and white student groups.	3.5 District provided home-to-school communication to discuss academic support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators used Attention 2 Attendance to monitor student attendance and provided support regarding chronic absenteeism to all parents with an emphasis on African American and white student groups.	Materials and Supplies Unrestricted Concentration/Supplemental \$87,264	Materials and Supplies Unrestricted Concentration/Supplemental \$87,264

Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.	3.6 Maintained 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental \$97,779	Classified Salaries Unrestricted Concentration/Supplemental \$101,413
		Classified Benefits Unrestricted Concentration/Supplemental \$26,507	Classified Benefits Unrestricted Concentration/Supplemental \$27,477

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of low income students, English learner, foster youth, African American and white students.	3.7 Maintained site support staff, continued safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) The School Resource Officer communicated and provided support regarding chronic absenteeism to parents of low income students, English learner, foster youth, African American and white students.	Certificated Salaries Unrestricted Concentration/Supplemental \$169,345	Certificated Salaries Unrestricted Concentration/Supplemental \$174,183
		Classified Salaries Unrestricted Concentration/Supplemental \$753,803	Classified Salaries Unrestricted Concentration/Supplemental \$792,135
		Employee Benefits Unrestricted Concentration/Supplemental \$396,520	Employee Benefits Unrestricted Concentration/Supplemental \$407,804
		Certificated Salaries (site discretionary) Unrestricted Concentration/Supplemental \$152,675	Certificated Salaries (site discretionary) Unrestricted Concentration/Supplemental \$152,675
		Classified Salaries (site discretionary) Unrestricted Concentration/Supplemental \$401,906	Classified Salaries (site discretionary) Unrestricted Concentration/Supplemental \$418,803
		Employee Benefits(site discretionary) Unrestricted Concentration/Supplemental \$135,988	Employee Benefits(site discretionary) Unrestricted Concentration/Supplemental \$133,511

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$330,094

Services and Operating
Expenses Unrestricted
Concentration/Supplemental
\$406,791

Professional Consulting Services
(Resource Officer Contract)
Unrestricted
Concentration/Supplemental
\$142,251

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$354,376

Services and Operating
Expenses Unrestricted
Concentration/Supplemental
\$248,020

Professional Consulting Services
(Resource Officer Contract)
Unrestricted
Concentration/Supplemental
\$142,251

Action 8

Planned Actions/Services

3.8 In 2018-19 hire an additional Speech Pathologist and 4 additional Program Assistants. Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. These services will support all students with an emphasis to support special education students, low income students, foster youth, and English learners.

Actual Actions/Services

3.8 Hired an additional Speech Pathologist and 5 additional Program Assistants. Maintained Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. These services support all students with an emphasis to support special education students, low income students, foster youth, and English learners.

Budgeted Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$986,692

Classified Salaries Unrestricted
Concentration/Supplemental
\$231,358

Employee Benefits Unrestricted
Concentration/Supplemental
\$433,665

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$500

Estimated Actual Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$1,173,251

Classified Salaries Unrestricted
Concentration/Supplemental
\$285,164

Employee Benefits Unrestricted
Concentration/Supplemental
\$482,024

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$0

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.9 Parent Involvement. Materials to promote parent involvement in student education with an emphasis on supporting the needs of low income students, foster youth, and English learners.	3.9 Parent Involvement. Provided materials to promote parent involvement in student education with an emphasis on supporting the needs of low income students, foster youth, and English learners. Including the Kindergarten Festival.	Materials and Supplies Unrestricted Concentration/Supplemental \$10,000	Materials and Supplies Unrestricted Concentration/Supplemental \$1,831
		Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$3,000	Classified Salaries Unrestricted Concentration/Supplemental \$82
		Printing Charges Unrestricted Concentration/Supplemental \$4,000	Printing Charges Unrestricted Concentration/Supplemental \$1,262
			Classified Benefits Unrestricted Concentration/Supplemental \$22

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10 District will support after school sports programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.	3.10 District supported after school sports programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.	Certificated Stipends Unrestricted Concentration/Supplemental \$29,450	Certificated Stipends Unrestricted Concentration/Supplemental \$18,000
		Classified Stipends Unrestricted Concentration/Supplemental \$8,000	Classified Stipends Unrestricted Concentration/Supplemental \$8,500
		Employee Benefits Unrestricted Concentration/Supplemental \$5,631	Employee Benefits Unrestricted Concentration/Supplemental \$3,500
		Uniforms Unrestricted Concentration/Supplemental \$45,000	Uniforms Unrestricted Concentration/Supplemental \$71,819
		Transportation Unrestricted Concentration/Supplemental \$25,000	Transportation Unrestricted Concentration/Supplemental \$14,040

Registration fees/tournaments
Unrestricted
Concentration/Supplemental
\$10,000

Registration fees/tournaments
Unrestricted
Concentration/Supplemental
\$10,158

Action 11

Planned Actions/Services

3.11 Maintenance of 4 MSW Social Workers to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

Actual Actions/Services

3.11 Maintained 4 MSWs to support all elementary sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

Budgeted Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$315,263

Employee Benefits Unrestricted
Concentration/Supplemental
\$133,214

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$5,000

Travel/Conference Unrestricted
Concentration/Supplemental
\$2,500

Estimated Actual Expenditures

Certificated Salaries Unrestricted
Concentration/Supplemental
\$327,762

Employee Benefits Unrestricted
Concentration/Supplemental
\$135,845

Materials and Supplies
Unrestricted
Concentration/Supplemental
\$2,014

Travel/Conference Unrestricted
Concentration/Supplemental
\$1,000

Action 12

Planned Actions/Services

3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure safety for all students, including low income students, foster youth, and English learners.

Actual Actions/Services

3.12 Maintained additional noon aide supervision added in 2015-16 to ensure safety for all students, including low income students, foster youth, and English learners.

Budgeted Expenditures

Classified Salaries Unrestricted
Concentration/Supplemental
\$35,849

Classified Benefits Unrestricted
Concentration/Supplemental
\$4,572

Estimated Actual Expenditures

Classified Salaries Unrestricted
Concentration/Supplemental
\$39,639

Classified Benefits Unrestricted
Concentration/Supplemental
\$5,049

Action 13

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.	3.13 Maintained additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental \$298,771	Classified Salaries Unrestricted Concentration/Supplemental \$307,381
		Classified Benefits Unrestricted Concentration/Supplemental \$151,554	Classified Benefits Unrestricted Concentration/Supplemental \$154,200

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.14 Installation of security cameras at 4 sites a year to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.	3.14 Installed of security cameras at 8 sites a year to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.	Materials and Supplies Unrestricted Concentration/Supplemental \$626,000	Materials and Supplies Unrestricted Concentration/Supplemental \$435,965

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.	3.15 No shade structures, tables or benches were installed. The process of the waiting for the Department of State Architecture approval of shade structures has delayed completion of this goal. In 2018-19 some funds were used toward the plans and approval of the shade structures by the Department of State Architecture. So in 2019-20 we have budgeted and plan to purchase shade structures for all sites.	Materials and Supplies Unrestricted Concentration/Supplemental \$2,000,000	Materials and Supplies Unrestricted Concentration/Supplemental \$93,099

Action 16

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
3.16 Provide an Administrator of School Safety and Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on homeless and white student groups. Also, this administrator will oversee the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. Including professional development and supplies.	3.16 Provided an Administrator Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on homeless and white student groups. Also, this administrator will oversee the implementation of school safety plans. Including professional development and supplies. Purchased emergency kits/supplies all rooms at school sites. The district decided to use funds from Title IV grant to pay for 75% of the Administrator of School and Safety Supports salary and benefits, so the LCAP only funded 25% of this administrators salary and benefits.	Certificated Salary Unrestricted Concentration/Supplemental \$130,404	Certificated Salary Unrestricted Concentration/Supplemental \$42,146
		Certificated Benefits Unrestricted Concentration/Supplemental \$41,462	Certificated Benefits Unrestricted Concentration/Supplemental \$13,572
		Materials and Supplies Unrestricted Concentration/Supplemental \$2,000	Materials and Supplies Unrestricted Concentration/Supplemental \$2,000
		Travel/Conference Unrestricted Concentration/Supplemental \$5,000	Travel/Conference Unrestricted Concentration/Supplemental \$4,085

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.

Maintaining a safe and a positive learning environment through communication and collaboration continues to be district priority.

Actions for this goal were implemented (actions 1 - 16) as planned, with a few exceptions:

- The process of waiting for the Department of State Architecture approval of shade structures has delayed completion of this goal. So in 2019-20, we have budgeted and plan to complete the shade structures project for all sites. Action 3.15
- The title for the position of Administrator of School Safety and Student Supports has been shorten to the Administrator of Student Supports. Due to a grant a portion of the salary was paid for out of Title IV funding. LCAP funding paid for 25% of the Administrator of Student Supports salary. Some of the remaining funds were used to purchase emergency kits for classrooms. The Administrator of Student Supports did not coordinated parent engagement activities, instead site and district administrators coordinated these activities. Action 3.16

A few highlights for the goal are as follow:

- The PBIS program has been effectively implemented at all 12 campuses the year. In addition, Second Step a TK behavior program was added to all sites and PATHS was added to community school Action 3.2

- Providing a safe learning environment by adding additional noon aides to campus, increasing campus security at middle school sites, and installing security cameras at sites. Action 3.6, 3.12 and 3.14
- The addition of the Administrator of Student Supports. This administrator will oversee Multi-Tier Systems of Support (MTSS) and the implementation of school safety plans. Action 3.16

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

According to the 2018-19 CA Dashboard results the district's chronic absenteeism rate was 8.9%, while in 2017 the district's chronic absenteeism rate was 9.4%. This is a 0.5% decrease in chronic absenteeism rate. The district goal is to decrease chronic absenteeism by 1% each year. In an effort to continue to decrease chronic absenteeism, the district will continue to increase communication with parents regarding student absences with the Attention 2 Attendance system. Action 3.5

For 2018 -19, the district wide suspension rate was 2.6%. This is a 1.1% decrease from 2017- 18. The goal is to decrease the suspension rate by 1% each year and maintain at 2%. We attribute the decrease in suspension rate to the implementation of the PBIS program district wide and will continue this action. Action 3.2

According to the 2018-19 district needs assessment survey results, showed 68% students feel safe at school, and in 2017-18 67.1% of students felt safe at school. This is a 0.9% increase in the number of students that feel safe at school. The district goal is to increase the percent of students that feel safe at school by 8% each year.

In order to continue to increase safety, the district has hired additional security guards for the middle schools, and will continue to install security cameras at school sites to ensure safety. Action 3.6 and 3.14 Additionally, to provide safe campuses the Administrator of Student Supports will continue oversee Multi-Tier Systems of Support (MTSS), PBIS, and the implementation of school safety plans. Action 3.16

With temperatures often exceeding 90 degrees or more for approximately five months of the instructional year, the need for safe and accessible outdoor areas to engage students in the many outdoor learning opportunities offered by the district are vital. The district will install shade structures, tables and benches providing shade for planned primary learning stations, outdoor learning "classroom", and physical education stations. The intent of this action item is to provide increased access for unduplicated students to engage in campuses that enrich learning and promote attendance and participation with its success measured by increased student attendance, a reduction in chronic absenteeism, Needs Assessment surveys, and increased participation/engagement in the after school program and site intervention programs. Action 3.15

GFUSD values parent engagement. The district encourages parents to partner with district to ensure student achievement through the following programs and events:

- The Parent Institute for Quality Education (PIQE). The PIQE program encourages parents to take an active role in their child's education. Action 3.3

- The district nutrition education program provides nutrition information to parents and students. A healthy diet is important for student achieve and overall success. Action 3.4
- The Kindergarten Festival provides an opportunity for parents to learn about the expectation for TK and K. Greenfield Family Resource Center and school nurses provide support and information to parents. In addition, students receive a backpack and school supplies. Action 3.9

Therefore, the district deems there is a need for this goal, and we will continue this goal for the next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1 – The cost training the district provided was paid for with other funding, so some of the funds in this actions were used to pay the substitutes for teachers to attend the training.

Action 3.2 – The amount for salary was underestimated due to a raise. The amounts for materials and consultants amounts were underestimated. The amount for travel/conferences and printing charges were underestimated.

Action 3.3 – The cost of the PIQE program was underestimated. The amount for materials and supplies were overestimated. Extra funds were used for additional program costs and for classified staff to provide child care for parents attending PIQE.

Action 3.4 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits. The amount for materials was overestimated.

Action 3.6 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.7 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits. The amount budgeted for operating expenses was overestimated.

Action 3.8 – The amount budgeted for certificated salaries and benefits was underestimated due to a salary raise.

Action 3.9 – The amounts budgeted for this action were overestimated.

Action 3.10 – The amount for transportation was overestimated. The amount for certificated stipends was overestimated. Due to the need to purchase additional sports uniforms, the amount for uniforms was under budgeted.

Action 3.11 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits. The amount budgeted for materials and conferences was overestimated.

Action 3.12 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.13 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.14 – The amount needed to install security cameras was overestimated.

Action 3.15 – Due to a delay in approval from the Department of State Architecture approval for the shade structures, we were unable to purchase and install shade structures at all sites. In 2019-2020, this district plans to continue this action.

Action 3.16 – The district decided to use funds from Title IV grant to pay for 75% of the Administrator of Student Supports salary and benefits, so the LCAP only funded 25% of this administrators salary and benefits. Some of the remaining funds were used to purchase emergency kits/supplies for all rooms at school sites.

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.

Due to a delay in approval from the Department of State Architecture approval for the shade structures, we were unable to purchase and install shade structures at all sites. This district plans to complete the installation of shade structures, benches and tables at all sites in 2019-2020. Action 3.15 Due to stakeholder feedback, the district will hire 12 Behavior Intervention Assistants (1 per site) to work closely with school psychologists, MSWs, and site administration to ensure students who are having difficulty adjusting in the school setting are successful. Action 3.8
All remaining actions for this goal will continue as planned in the 2019-20 LCAP.

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?

Greenfield Union School District created a District Leadership Team (Superintendent, Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel, Assistant Superintendent of Business, Director of Fiscal Services, Director of Categorical, Director of Support Services, Director of Technology, Administrator on Special Assignment and Administrator of Student Supports) to oversee the progress of the LCAP/LCFF process, and prioritize all stakeholder recommendations.

8/28/18: Review of LCAP 2017-20, Timeline review, Document Collection, Action Status Update

9/21/18: Discussion of LCAP updates and District Needs Assessment Survey questions

10/19/19: Review LCAP, Budget updates

1/14/19: Reviewed Goals and Actions/Services and reviewed expenditures in each department

2/14/19: Budget updates, Reviewed recommendation list 2019-2020, created recommendations for 2019-2020 LCAP.

3/15/19: Reviewed Needs Assessment Data, Annual Review: Actions to rollover, to remove, or completed. Recommendations from stakeholders for plan.

4/11/19: Action updates, Annual Review: Actions to rollover, to remove, or completed. Recommendations from stakeholders for 2018-2019 plan.

5/24/19: Reviewed LCAP 2019-2020 and Annual Review. Reviewed LCFF 2019-2019 Budget

The Administrative Leadership Team consists of all administrators and program leaders in the district.

This team met on the following dates:

8/07/18: LCAP Summary and Updates

9/11/18: LCAP Timeline, LCAP Updates

10/09/18: CAASPP results

11/03/18: CAASPP results - updates

2/12/19: LCAP input/recommendations for 2019-2020 LCAP

3/12/19: District Needs Assessment data report

District Board Meetings:

9/10/18: Review LCAP Timeline

10/10/18: CA Dashboard Local Indicators

12/12/18: Report of District CA Dashboard data
1/09/19: Review of 2018-19 LCAP Goals
2/06/19: LCAP update, LCAP input from Board
3/06/19: Report of 2018-19 District Needs Assessment Results
6/12/19: Public Hearing June Board Meeting on LCAP and budget
6/13/19: Submit LCAP and Budget adoption to Board

Site Parent/Community Meetings. Informational presentation was presented in order to explain and promote LCAP involvement. Parent letters were mailed home to all stakeholders prior to meetings held at 12 sites between August and October, 2018. Presentations were made in both English and Spanish.

9/21/18: Greenfield at 8:15 A.M.
9/14/18: Planz at 8:00 A.M.
8/30/18: McKee at 6:00 P.M.
9/21/18: Community at 8:15 A.M.
9/07/18: Granite Pointe at 8:15 A.M.
9/04/18: (TK-2nd grade):Palla at 5:30 P.M.
9/05/18: (3rd-5th grade): Palla at 5:30 P.M.
9/28/18: Valle Verde at 8:00 A.M.
9/04/18: Fairview at 5:30 P.M.
9/20/18: Horizon at 8:15 A.M.
9/28/18: Plantation at 8:30 A.M.
10/02/18 and 10/04/18: Ollivier at 4:30 P.M.
9/04/18: (TK-K) Kendrick at 5:45 P.M.
9/06/18: (1st-5th grade) Kendrick at 5:45 P.M.

LCFF/LCAP Workshops:

7/17/18: LCFF Budget Workshop Schools Services of California
10/4/18: LCFF/LCAP Workshop Schools Services of California
11/1/19: LCAP Workshop Schools Services of California

KCSOS Collaboration:

12/5/18: LCAP Annual Meeting with KCSOS
2/14/19: LCAP Meeting with KCSOS
4/24/19: LCAP Meeting with KCSOS
5/21/19: LCAP Meeting with KCSOS

Needs Assessment Surveys

Parent Survey window 10/02/18 - 12/21/18

Student and Staff(certificated/classified/principals/assistant principals) Survey window 11/1/19 - 12/21/18

Meetings w/ bargaining groups to provide input and share priorities.

GTA: 4/1/19 LCAP input

CSEA: 3/11/19 LCAP input

District meetings held on the following dates:

DAC/DELAC meetings:10/26/18, 1/25/19, 5/20/19

LCAP Forums: 10/8/18,1/29/19,5/30/19

The District Superintendent met with Student Body Representatives at each school site to elicit feedback. Student Body Representatives included: English learners, low-income students, students with disabilities, gifted students, and foster youth.

These meetings took place at each school:

1/14/19: Fairview

2/17/19:Granite Pointe

2/5/19:Horizon

1/25/19:Kendrick

2/5/19: Palla

1/11/19: Plantation

1/11/19: Planz

1/9/19: Valle Verde

2/8/19:Greenfield Middle School

1/24/19: Ollivier Middle School

1/24/19: McKee Middle School

2/8/19: Community School

Approval Process:

6/10/19: Public Hearing for LCAP and Budget

6/12/19: LCAP and Budget Adoption

6/28/19: LCAP and Budget submitted to KCSOS

Legend:

APS: Academic Program Survey

ASP: After School Program

CCSS: Common Core State Standards
CESIP: Clear Education Specialist Induction Program
CSEA: School Employees Association, chapter 496
DAC: District Advisory Committee
DAS: District Assistance Survey
DELAC: District English Language Advisory Committee
ELAC: English Language Advisory Committee
ELD: English Language Development
ELSA: English Language Skills Assessment
GATE: Gifted and Talented Education
GMS: Greenfield Middle School
GTA: Greenfield Teachers Association
ISS: Inventory of Services and Supports
KCSOS: Kern County Superintendent of Schools
LCAP: Local Control and Accountability Plan
LCFF: Local Control Funding Formula
LEA: Local Education Agency
MMS: McKee Middle School
MSW: Masters of Social Work
OMS: Ollivier Middle School
PBIS: Positive Behavior Interventions and Supports
PD: Professional Development
PIQE: Parent Institute for Quality Education
RFEP: Reclassified Fluent English Proficient
SBAC: Smarter Balanced Assessment Consortium
SPSA: Single Plan for Student Achievement
SSC: School Site Council
TIP: Teacher Induction Program
WFBB: Write From the Beginning and Beyond

Impact on LCAP and Annual Update

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

The following recommendations were made by stakeholders listed below for the 2018-19 LCAP:

Parents:

More interventions/academic help

College Information

Career Opportunities

More electives

More parent communication and involvement

Shade areas for students

Field trips for all grade levels(including primary)

Music class for all grade levels; from TK on

Sports activities for the upper grades in the after-school program

2 police officers to help with safety/traffic

Write from the Beginning & Beyond continued/trainings

Math intervention classes during after school

PE teacher for elementary sites

SMART board training for teachers

Additional instructional aide for push-In

Math Intervention software

Additional music teachers, one for each site

Art teacher/performing arts

After School program sports for primary grade students

Tier 3 Math and Reading Program.

More technology training for teachers

Decrease class size K-5

ASSP technology lab

Additional chrome carts

Picnic tables

STEM in elementary schools

Help with student behavior

Bigger Multi Purpose Room

Bathrooms for staff and students

Student Lockers

Science Lab full time

Science Camp during the Summer school

New Chromebooks for K-2nd Grade

An 8 hour SIF at every site

One SIF to oversee all of the site SIFS to help with truancy

Garden

Social Worker at every campus

Staff(certificated/classified/principals/assistant principals):

More electives

Campus Security

Cleaner campuses

More library books

More parent involvement

P.E. Teachers

Field trips for primary students

Music for all students

One to one technology for all students K-8

Science Lab

Decrease class sizes

More MSWs

More AVID

Outdoor stage areas

Art Teachers

Math intervention program

Behavior Specialist

P.E./Playground equipment

Equitable After School Program

Gym

Shade Structures

Classroom emergency kits

More PLTW

Outside benches and tables

Students:

An improved security system

Running Track (PE)

Assemblies

Drama class

Extra Chromebooks

Clubs including art, cooking, crafts, dance, etc.

Bullying prevention program

Performing arts in addition to music; singing and dance

Benches in the playground

More field trips

More electives
Safer campuses
Cleaner campuses
More library books
Gym
P.E. Teachers
More P.E. equipment
More music classes and teachers
Career Day
College Day
More water fountains
Cleaner bathrooms
Shade structures for outside cafe
More STEM programs

Board Meeting:
Agriculture - school gardens
Safe place for kids to go (library)
Extended library times
Access during library time due to events
More elective offerings at middle schools, choir, gym, art, track
Gymnasium

The Administrative Leadership Team (consists of all administrators including principals and program leaders in the district):
Full Time MSW at all sites
Behaviorist support for grades (elementary and middle)
District wide SIF position to deal chronic absenteeism (Attendance Supervisor)
PE teacher for Elementary
Art teacher for Elementary and performing art
K assistant for every K teacher
Preschool assistant
Someone for traffic issues giving citations
Assistant for buses for gen ed buses
Additional long lockers in the locker room. (OMS) MMS would like lockers too. GMS just doesn't have space for the lockers.
Place to house PE classes during inclement weather
Additional noon aides
5.5 credential teacher to help with interventions
Music teacher full time so we can offer it to primary

Outside tables for eating overflow

CSEA:

Additional full time in warehouse or two split warehouse and bus

Need two people delivering

Need is for a second dispatcher

Small trailer to transport grinder

Need additional restrooms

GTA:

Replace printers and ink cartridge on a regular basis at all sites.

Replace all chalkboards with whiteboards

Elementary P.E. program - P.E. teachers at each site

Elementary P.E. equipment check out

Middle school track

More buses

Teacher supplies

Extra chrome books

Middle school gym

Safe facilities - flooding, gopher holes, slippery sidewalks

LCAP Forums:

More support for ELs

Full time aides for teachers (especially in classrooms with high amounts of EL learners)

Provide more materials, technology, curriculum to Community School

Ensure all teachers fully credentialed

Provide professional development and support for new teachers

Provide lunch/dinner for students that attend the after school program or allow students to bring their own lunch/dinner

More sports, reading and homework time in the after school program

More award programs for middle school students

The District Leadership Team (DLT) meets to analyze performance and check on the different actions as well as review our most recent data on these areas. The DLT monitors progress to ensure that we were on target with meeting our goals, actions, and expenditures specifically designed to increase the services for our unduplicated students. This data included attendance rates, chronic absentee rates, suspension rates, expulsion rates, drop-out rates, English learner reclassification rates, and all other data included on CA Dashboard. The recommendations are for the purpose of closing the achievement gap and increasing outcomes for all students targeting low income, English learners and foster youth.

The collective impact of these stakeholder meetings resulted in common recommendations that emerged, and were considered in the revision of the LCAP for 2019-2020.

The recommendations to be implemented as expressed by the stakeholders of the district are:

Maintenance of teachers hired for class size reduction

Technology

Writing Program

ELD support and professional development

Continue to implement PBIS district wide

Site Allocated Funds

Supplemental Math Intervention

Academic Coaches/Interventions

Speakers for HS, college, and career readiness

Continue PLTW classes at middle schools

Academic Coach at each site

Provide home-to-school communication

More Reading Intervention Programs

Parent Education/Involvement

After School Program Sports

Maintenance of custodians hired

Shade Structures

Increase support to schools with additional nurse and health education nurse.

Behavior Intervention Assistants at each site

Master of Social Work providers to help as school sites.

Field Trips for grade levels, including 6th Grade to Camp Keep

Elementary Music Teachers

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The district will continue to promote technology and the implementation of Common Core State Standards (CCSS) to promote 21st Century Learning Skills. According to question #7 on the 2018-19 District Needs Assessment 86.8 % staff, 89.0% parents, but only 68.9% of students agreed that the Common Core State Standards are being implemented within the district for all students. The district's goal is 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students. On the California Dashboard Reflective Tool Survey the district scored a 2(Beginning Development) on providing professional learning for the staff on the Next Generation Science Standards and a 3(Initial Development) History/Social Studies Framework. The districts goal is to be at full Implementation and sustainability in all subject areas. Therefore, the district still deems there is a need for this goal, and we will continue this goal.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services :	Priority 1: Basic Services:	Priority 1: Basic Services	Priority 1: Basic Services	Priority 1: Basic Services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) Teachers are fully and appropriately credentialed for assignment. Goal is 100%	Priority 1(a) 91% of teachers are fully credentialed and appropriately assigned.	Priority 1(a) Estimated: 100% of teachers are fully credentialed and appropriately assigned Actual: 87%	Priority 1(a) Estimated: 100% of teachers are fully credentialed and appropriately assigned Actual: 88%	Priority 1(a) Estimated: Maintain 100% of teachers are fully credentialed and appropriately assigned
Priority 1 (b) Pupils access to standard aligned materials. 100% - will maintain	Priority 1(b) The District is 100% compliant with Williams Act. All students have access to core textbooks.	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100% Actual: 100%	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%. Actual: 100%	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%.
Priority 1 (c) School facilities maintained in good repair "Exemplary" - will maintain	Priority 1(c) All facilities are maintained in good repair with "Exemplary" status as indicated on the FIT report.	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report Actual: All facilities had an overall rating of "Exemplary" as indicated on the FIT report	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report Actual: Exemplary	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report
Priority 2 Implementation of State Standards:	Priority 2 Implementation of State Standards:			Priority 2: Implementation of State Standards
Priority 2 (a) Implementation of CCSS	Priority 2 (a) Implementation of CCSS	Priority 2: Implementation of State Standards	Priority 2: Implementation of State Standards	Priority 2 (a) Implementation of CCSS
California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA	California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA - 4 (Full Implementation)	Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to	Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to	California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ELD Math Next Generation Science Standards History/Social Science Goal is to score a 5 (Full Implementation and Sustainability) in all areas</p> <p>CCSS programs will be monitored by principals using district walk through tool.</p> <p>Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. The goal is to have 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students.</p>	<p>ELD - 3 (Initial Implementation) Math - 4 (Full Implementation) Next Generation Science Standards - 2 (Beginning Development) History/Social Science - 2 (Beginning Development)</p> <p>CCSS programs will be monitored by principals using district walk through tool.</p> <p>Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. In 2016 - 2017- "Agreed" Results: Staff - 85.3%, Parents - 82.5%, Students - 54.9%</p>	<p>the recently adopted academic standards and/or curriculum frameworks identified below: Estimated: ELA - 5 (Full Implementation and Sustainability) ELD - 4 (Full Implementation) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 3 (Initial Implementation) History/Social Science - 3 (Initial Implementation) Actual: ELA - 4 (Full Implementation) ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Next Generation Science Standards - 2 (Initial Implementation) History/Social Science - 2 (Initial Implementation)</p> <p>Estimated: CCSS programs will be monitored by principals</p>	<p>frameworks identified below: Estimated: ELA - 5 (Full Implementation and Sustainability) ELD - 5 (Full Implementation and Sustainability) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 5 History/Social Science - 5 Actual: ELA 4 (Full Implementation) ELD 3 (Initial Development) Math 4 (Full Implementation) Next Generation Science Standards 2 (Beginning Development) History/Social Science 3 (Initial Development)</p> <p>Estimated: CCSS monitored by Principals during required walk through observations using district walk through tool.</p>	<p>Estimated: ELA - 5 (Full Implementation and Sustainability) ELD - 5 (Full Implementation and Sustainability) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 5 (Full Implementation and Sustainability) History/Social Science - 5 (Full Implementation and Sustainability)</p> <p>CCSS monitored by Principals during required walk through observations using district walk through tool.</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD: Goal is to score a 5(Full Implementation and Sustainability)</p> <p>#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. The percentile of staff, parents, and students that "don't know" will decrease by 6%.</p> <p>ELD programs monitored by Principals and EL Curriculum</p>	<p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD - 3(Initial Implementation)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. In 2016 -2017 "Don't Know" Results: Staff -</p>	<p>using district walk through tool. Actual: CCSS programs will be monitored by principals using district walk through tool</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. "Agreed" Results: Estimated: Staff- 90% Parents- 90% Students- 90% Actual: Staff- 79.5% Parents- 82.5% Students- 54.4%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p>	<p>Actual: CCSS programs were monitored by principals using district walk through tool.</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. Agreed" Results: Estimated: Staff - 90% Parents - 90% Students - 90% Actual: Staff - 86.8% Parents- 89% Students- 68.9%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p> <p>California Dashboard Reflection Tool # 2 Rate</p>	<p>disabilities and those who are gifted. "Agreed" Results: Estimated: Staff - 90% Parents- 90% Students - 90%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 5(Full Implementation and Sustainability)</p> <p>Based on#10 of the District Needs</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Specialist during required walkthroughs.	<p>18.8%, Parent - 19.8%, Student - 22.9%</p> <p>ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.</p>	<p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 4 (Full Implementation) Actual: ELD - 4 (Full Implementation)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible Estimated "Don't Know" Results: Staff- 12.8% Parents- 13.8% Students- 16.5%</p> <p>Actual "Don't Know" Results:</p>	<p>the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 5(Full Implementation and Sustainability) Actual: ELD: 4 (Full Implementation)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. This questions was renumbered and reworded in the 2018-19 Survey. The question now reads #9 The district's ELD program supports students acquiring English/We have ELD time every day. The percentile of staff, parents, and</p>	<p>Assessment - The English learner program is helping English learners to learn English as quickly as possible. This questions was renumbered and reworded in the 2018-19 Survey. The question now reads #9 The district's ELD program supports students acquiring English/We have ELD time every day. The percentile of staff, parents, and students that "don't know". Estimated "Don't Know" Results: Staff - 5.3% Parent - 6.6% Student - 18%</p> <p>Estimated: Continue ELD programs monitored by Principals during required walkthroughs</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Staff- 17.1% Parents- 19.1% Students- 24.6%</p> <p>Estimated: ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.</p> <p>Actual: Continue ELD programs monitored by Principals during required walkthroughs</p>	<p>students that "don't know". Estimated "Don't Know" Results: Staff - 11.1% Parent - 13.1% Student - 18.6% Actual: Staff - 11.3% Parents - 12.6% Students - 24%</p> <p>Estimated: Continue ELD programs monitored by Principals during required walkthroughs Actual:ELD programs were monitored by Principals during required walkthroughs.</p>	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices for 3rd, 7th/8th history, and 7th/8th science. Technology Specialist at each site.

2018-19 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

2019-20 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,009,141	\$2,009,141	\$1,990,341
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies. Non Capital Equipment.	Unrestricted Materials and Supplies. Non Capital Equipment.	Unrestricted Materials and Supplies. Non Capital Equipment.

Amount	\$753,959	\$478,760	\$471,698
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Classified Salaries and Benefits	Unrestricted Other Classified Salaries	Unrestricted Other Classified Salaries
Amount	NA	\$330,562	\$335,057
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Classified Benefits	Unrestricted Other Classified Benefits

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

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers.

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

1.2 New teacher support. Provide mentor support for all beginning teachers, and maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$226,893	\$179,177	\$236,506
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$10,000	\$42,528	\$55,089
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Benefits	Unrestricted Certificated Benefits
Amount	\$3,000	\$2,500	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$10,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference

Amount	NA	\$14,000	\$20,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries (subs)
Amount	NA	\$4,000	\$7,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Professional Development/Consulting	Unrestricted Professional Development/Consulting
Amount	NA	NA	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted printing charges
Amount			\$237
Source			Concentration/Supplemental
Budget Reference			Unrestricted Other Certificated Benefits (subs)

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

1.3 Hire 2 full time teachers and 1 half time teacher (7th-8th grade). Maintenance of 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.

2018-19 Actions/Services

1.3 2018-19 hire 8 teachers. Maintenance of 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.

2019-20 Actions/Services

1.3 2019-20 Hire 1 teacher. Maintenance of 10 teachers hired in 2018-19, 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,700,461	\$5,852,800	\$6,976,058
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Teacher Salaries	Unrestricted Certificated Teacher Salaries

Amount	\$252,715	\$2,645,488	\$3,160,026
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits 2 1/2 teachers hired in 2017-18	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits
Amount	NA	\$501,435	\$64,882
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Teacher Salaries for 8 Teachers hired in 2018-19	Unrestricted Certificated Teacher Salary for 1 Teacher hired in 2019-20
Amount	NA	\$231,703	\$30,608
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Teacher Benefits for 8 Teachers hired in 2018-19	Unrestricted Certificated Teacher Benefits for 1 Teacher hired in 2019-20

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.4 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Homeless, and Foster Youth.

2018-19 Actions/Services

1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.

2019-20 Actions/Services

1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,360	\$48,671	\$49,916
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Clerical, Technical, and Office Staff Salaries and Benefits.	Unrestricted Clerical, Technical, and Office Staff Salaries	Unrestricted Clerical, Technical, and Office Staff Salaries
Amount	NA	\$29,927	\$32,554
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Clerical, Technical, and Office Staff Benefits	Unrestricted Clerical, Technical, and Office Staff 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

Unchanged Action

2017-18 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.

2018-19 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$30,000	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating expenditures.	Unrestricted Professional/Consulting Services and Operating expenditures.	Unrestricted Professional/Consulting Services and Operating expenditures.

Amount	\$17,000	\$17,000	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	NA	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Software license
Amount	NA	NA	\$46,350
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted certificated salaries(extra duty)
Amount	NA	NA	\$9,800
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted certificated benefits(extra duty)

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

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)

Specific Grade Spans: TK - 6th grade

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers.

2018-19 Actions/Services

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.

2019-20 Actions/Services

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$9,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences
Amount	\$15,000	\$1,000	\$4,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	NA	\$8,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Software license
Budget Reference			

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.7 Maintenance of salary to monitor support of LCAP requirements. Administrator on Special Assignment. Including professional development and supplies

2018-19 Actions/Services

1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.

2019-20 Actions/Services

1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$148,349	\$117,981	\$125,078
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Admin. Salaries and Benefits	Unrestricted Certificated Admin. Salaries	Unrestricted Certificated Admin. Salaries

Amount	\$1,000	\$39,209	\$42,054
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Admin. Benefits	Unrestricted Certificated Admin. Benefits
Amount	\$6,000	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel / Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$3,000	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Travel / Conference	Unrestricted Travel / Conference
Amount	NA	\$5,000	\$7,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Printing Charges	Unrestricted Printing Charges

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

All students will achieve academic proficiency levels based on local and state assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The district 2018 CAASPP results showed 49% of all students scored standard met or standard exceeded in ELA, and 36% of all students scored standard met or standard exceeded in mathematics. The district's goal is to increase the percent of all students scoring standard met or standard exceeded in ELA and math by 8% each year. The STAR Reading assessment results in 2018-2019 showed 22.8% of students performed below the 25th percentile. The STAR Math assessment results in 2018-2019 showed 14.6% of students performed below the 25th percentile. The district's goal is to decrease the percent of students scoring below the 25th percentile on STAR Reading and STAR Math assessments by 6% each year. Therefore, the district deems there is a need for this goal, and we will continue this goal.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement
Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)	Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)	Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)	Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)	Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Met or Exceeded Standard The goal is to increase each subgroup in ELA and math by 8%.	SBAC Met or Exceeded Standard ELA: All Students:35%, Special Education:6%, English Learners: 8%, Redesignated:49%	SBAC Estimated: Met or Exceeded Standard ELA: All Students:43%, Special Education:14%, English Learners: 16%, Re-designated: 57%	Estimated: Met or Exceeded Standard ELA: All Students:43%, Special Education:12.6%, English Learners:15.9%, Re-designated:63.5%	Estimated: Met or Exceeded Standard ELA: All Students:51%, Special Education:16.6%, English Learners:23.9%, Re-designated: 68.7%
Science Advanced or Proficient The District set the goal of increasing each subgroup by 8%.	Math - All Students: 28%, Special Education:5%, English Learners:9%, Redesignated:38 %	Math - All Students:32%, Special Education:13%, English Learners:17%, Re-designated: 46 %	Math - All Students:40%, Special Education:13.7%, English Learners:17.7%, Re-designated:58.8 %	Math - All Students:44%, Special Education:13.2%, English Learners:16.8%, Re-designated: 52.4%
Priority 4(b) API: N/A	Science Advanced or Proficient Science: 5th Grade - All Students:51%, Special Education:28%, English Learners:17%, Redesignated:71%	Actual: SBAC Met or Exceeded Standard ELA: All Students: 42%, Special Education:4.6 %, English Learners: 7.9%, Re-designated:55.4 %	Actual: ELA: All Students:49%, Special Education:8.6%, English Learners:8.8%, Re-designated:60.7%	Estimated: Science In 2018-19, the CST Science was administered. We will begin using the CST Science test to establish a baseline score for next year
Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	Science: 8th Grade - All Students:57%, Special Education:0%, English Learners:14%, Redesignated:65%	Math - All Students:32 %, Special Education:5.7%, English Learners:9.7%, Re-designated: 50.8%	Math - All Students:36%, Special Education:5.2%, English Learners:8.6%, Re-designated:44.4%	
Priority 4(d)Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level	Priority 4(b) API: N/A	Estimated: Science Advanced or Proficient Science: 5th Grade - All Students: 59%, Special Education: 36%, English Learners: 25%, Redesignated: 79%	Estimated: Science In 2017-18, the CST Science will not be administered. The CAASPP Science pilot test was administered and scores not will be given to districts. Next year ,we will began using the CST Science test to establish a	Priority 4(b) API: N/A
Priority 4(e)English Learner Reclassification	Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A			Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A
	Priority 4(d) Percentage of EL pupils making			Priority 4(d) Percentage of EL pupils making progress towards English proficiency:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate: Goal is to increase 8% each year	progress towards English proficiency: Percent of students that advance at least one CELDT level	Science: 8th Grade - All Students: 65%, Special Education:6%, English Learners:22%, Redesignated:73%	baseline score for next year	Estimated: ELPAC:
Priority 4(f)Percentage of pupils passing AP exam with 3 or higher: N/A	2016-17 - 51.2% Goal is to increase by 8% each year	Actual: In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores not will be given to districts.	Actual: The CST Science field test was administered. We will establish baseline scores in 2019-2020.	Level 4(Well Developed): 31.9% Level 3(Moderately Developed): 45.1% The district goal is to increase level 3 and 4 by 6% each year.
Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	Priority 4(e)English Learner Reclassification Rate: 22.0%	Priority 4(b) API: N/A	Priority 4(b) API: N/A	Priority 4(e)English Learner Reclassification Rate: Estimated:38%
Priority 7: Course Access	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A	Priority 4(b) API: N/A	Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A
Priority 7(a)Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs.	Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Estimated: Use baseline score established in 2018 to set a new annual growth goal.	Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A
100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data. Goal is to maintain 100%.	Priority 7: Course Access	Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level	Actual: ELPAC:	Priority 7: Course Access
	Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All	Estimated:57.2 %	Level 4(Well Developed): 25.9% Level 3(Moderately Developed): 39.1%	Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study.
		Actual: This year ,we began using the LPAC to establish a baseline score for next year.	The district goal is to increase level 3 and 4 by 6% each year.	Estimated: All students have access to district programs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7 (b) Elective Classes offered at Middle Sites: Goal is to maintain availability of class selection.	<p>students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) The district has been able to maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district offered 21 electives classes in 2016-2017.</p>	<p>Priority 4(e) English Learner Reclassification Rate Estimated: 30% Actual: 29%</p> <p>Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A</p> <p>Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A</p> <p>Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: Estimated: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as</p>	<p>Priority 4(e) English Learner Reclassification Rate Estimated: 37% Actual: 30%</p> <p>Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A</p> <p>Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A</p> <p>Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study. Estimated: All students have access to district programs. Actual: All students had access to district programs.</p> <p>Estimated: 100% of unduplicated pupils are provided with programs and services based on state standards and</p>	<p>Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p> <p>Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. Estimated: 100% of students with exceptional needs are enrolled in programs and services based on</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>indicated by local assessment data.</p> <p>Actual:100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) Estimated:The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p> <p>Actual:100% of electives were offered. The district maintained</p>	<p>student needs as indicated by local assessment data.</p> <p>Actual: 100% of unduplicated pupils were provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p> <p>Actual:The district maintained availability of elective classes offered at middle school sites.</p>	<p>state standards and student needs as indicated by local assessment data.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts.	Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. Estimated:100% of students with exceptional needs are enrolled in programs and services based on state standards and student needs as indicated by local assessment data. Actual:100% of students with exceptional needs are enrolled in programs and services based on state standards and student needs as indicated by local assessment data.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

(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

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.

2018-19 Actions/Services

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.

2019-20 Actions/Services

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$124,144	\$133,968	\$135,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures	Unrestricted Professional/Consulting Services and Operating Expenditures	Unrestricted Professional/Consulting Services and Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.2 Equitable services for After School Program at all school sites.

2018-19 Actions/Services

2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$342,979	\$396,870	\$496,302
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Instructional Salaries and Benefits.	Unrestricted Classified Instructional Salaries and Benefits.	Unrestricted Classified Instructional Salaries.

Amount	\$66,000	\$79,928	\$98,050
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Instructional Benefits	Unrestricted Classified Instructional Benefits
Amount	NA	\$60,000	\$60,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.3 Renewal Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.

2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,000	\$117,420	\$120,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional / Consulting Services and Operating Expenditures.	Unrestricted Professional / Consulting Services and Operating Expenditures.	Unrestricted Professional / Consulting Services and Operating Expenditures.

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.4 To help prepare our students for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

2018-19 Actions/Services

2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

2019-20 Actions/Services

2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$11,000	\$16,300
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.
Budget Reference			

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.5 Maintenance of District Technology and Integration Teachers (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.

2018-19 Actions/Services

2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.

2019-20 Actions/Services

2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$229,144	\$260,838	\$292,217
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Teacher Salaries	Unrestricted Certificated Teacher Salaries
Amount	\$6,000	\$100,806	\$110,894
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits

Amount	\$1,000	\$1,000	\$2,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference
Amount	NA	NA	\$7,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted 4000's Technology
Amount	NA	NA	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Printing

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 4th - 8th grade

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

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.

2018-19 Actions/Services

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$40,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies.	Unrestricted Materials and Supplies.	Unrestricted Materials and Supplies.
Amount	\$23,419	\$15,000	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries (subs)
Amount	\$35,000	\$30,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences

Amount	\$10,000	\$5,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted GATE Field Trips	Unrestricted Printing charges
Amount	NA	NA	\$12,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted software license
Amount			\$3,300
Source			Concentration/Supplemental
Budget Reference			Unrestricted Other Certificated Benefits(subs)

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)

Specific Schools: all middle schools
Specific Grade Spans: 6th-8th grade

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7 Maintain and add classes for Science Technology Engineering and Math (STEM)	2.7 Maintain and add classes for Science Technology Engineering and Math (STEM) for middle school students, including low income students, foster youth, and English learners.	2.7 Maintenance of classes for Project Lead the Way (PLTW) for middle school students, including low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,000	\$75,930	\$90,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$8,000	\$12,870	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Equipment	Unrestricted 4000's Equipment
Amount	\$3,000	10,200	\$10,200
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services	Unrestricted Travel/ Conference	Unrestricted Travel/ Conference
Amount	\$1,000	\$3,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Professional/Consulting Services	Unrestricted Professional/Consulting Services

Amount	NA	\$1,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries(subs)
Amount			\$440
Source			Concentration/Supplemental
Budget Reference			Unrestricted Other Certificated Benefits (subs)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New 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

2.8 Purchase EADMS to monitor achievement of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.

2.8 Provide IO Education to monitor achievement of all students in K - 8th grades, including low income students, foster youth, and English learners.

2.8 Provide IO Education to monitor achievement of all students in K - 8th grades, including low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,000	\$65,000	\$72,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

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

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk, foster, homeless, and EL students. They will provide small group academic support/intervention.

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,300,967	\$970,619	\$1,043,017
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Teacher Salaries and Benefits	Unrestricted Other Certificated Teacher Salaries	Unrestricted Other Certificated Teacher Salaries
Amount	\$10,000	\$372,337	\$401,049
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Other Certificated Teacher Benefits	Unrestricted Other Certificated Teacher Benefits
Amount	\$10,000	NA	NA
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted NA	Unrestricted NA
Amount	NA	NA	NA
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted NA

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 4th - 8th grade**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.10 Field Trips for enrichment of educational experience, specifically meeting the Common Core State Standards(Including Camp KEEP for 6th grade).

2018-19 Actions/Services

2.10 Field trips for enrichment of educational experience for all students, but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

2019-20 Actions/Services

2.10 Field trips for enrichment of educational experience for all students, but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$550,000	\$604,000	\$630,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Consulting/Operation	Unrestricted Consulting/Operation	Unrestricted Consulting/Operation

Amount	\$5,035	\$28,185	\$28,185
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Certificated Salaries and Benefits (extra duty/stipends)	Unrestricted Certificated Salaries (extra duty/stipends)
Amount	NA	\$33,341	\$33,341
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries and Benefits (extra duty)	Unrestricted Classified Salaries (extra duty)
Amount	NA	\$5,500	\$16,674
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries (subs)
Amount	NA	\$500	\$600
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Rental Vehicles	Unrestricted 5600's Rental Vehicles
Amount			\$7,500
Source			Concentration/Supplemental
Budget Reference			Unrestricted Certificated Benefits (extra duty/stipends)
Amount			\$8,335
Source			Concentration/Supplemental
Budget Reference			Unrestricted Classified Benefits (extra duty)

Amount			\$3,326
Source			Concentration/Supplemental
Budget			Unrestricted
Reference			Other Certificated Benefits (subs)

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: All Elementary Schools
Specific Grade Spans: 4th and 5th Grade

Actions/Services

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

Modified Action

2017-18 Actions/Services

2.11 Maintenance of elementary music teachers. Two roving music teachers working with students. Materials, supplies, and instruments.

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

Modified Action

2018-19 Actions/Services

2.11 Hire 2 additional elementary music teachers in 2018-19. Maintenance of two elementary music teachers hired in 2016-17. This action will provide music instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.

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

Modified Action

2019-20 Actions/Services

2.11 Maintenance of four elementary music teachers. This action will provide music instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,048	\$250,294	\$229,621
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Teachers Salaries and Benefits	Unrestricted Certificated Teachers Salaries	Unrestricted Certificated Teachers Salaries
Amount	\$74,000	\$115,769	\$116,585
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits
Amount	\$200	\$200,000	\$80,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$6,000	\$16,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Repairs	Unrestricted Repairs
Amount	NA	\$200	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences

Amount	NA	\$8,000	\$8,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Music Field Trips	Unrestricted Music Field Trips
Amount	NA	\$2,000	\$2,085
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries(extra duty for field trips)	Unrestricted Certificated Salaries(extra duty for field trips)
Amount			\$415
Source			Concentration/Supplemental
Budget Reference			Unrestricted Certificated Benefits (extra duty for field trips)

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 4th - 8th grade

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

No action

2018-19 Actions/Services

2.12 Provide reading intervention program (Read 180) to 4th - 8th grade at-risk students, targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

2.12 Provide reading intervention program (Read 180) to 4th - 8th grade at-risk students, targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$40,000	\$40,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted materials and supplies	Unrestricted materials and supplies
Amount	NA	\$50,000	\$50,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Software license	Unrestricted Software license

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Specific Schools: Middle Schools
Specific Grade Spans: 7th grade and 8th grade

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

2.13 No Action

2018-19 Actions/Services

2.13 Provide accelerated math classes for 7th grade students, targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

2.13 Provide algebra math classes for 8th grade students and maintain accelerated math classes for 7th grade students, targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$30,324	\$38,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted materials and supplies	Unrestricted materials and supplies

Action 14

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: Elementary Schools
Specific Grade Spans: TK

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

2.14 No action

2018-19 Actions/Services

2.14 Provide additional transitional kindergarten classes to prepare students for kindergarten, principally developed to support the preparation of low income students, foster youth, and English learners for academic success.

2019-20 Actions/Services

2.14 Provide additional transitional kindergarten classes to prepare students for kindergarten, principally developed to support the preparation of low income students, foster youth, and English learners for academic success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$338,887	\$411,159
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	NA	\$278,246	\$291,814
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries	Unrestricted Classified Salaries

Amount	NA	\$225,092	\$256,924
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	Employee Benefits	Employee Benefits

Action 15

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

2.15 No Action

2018-19 Actions/Services

2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy and Accelerated Reader.

2019-20 Actions/Services

2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy ,Accelerated Reader, and Reading A to Z

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$152,528	\$195,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted software license	Unrestricted software license
Amount	NA	NA	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Printing charges

Action 16

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 3rd - 8th grade

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.16 No Action	2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.	2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$85,864	\$95,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted software license	Unrestricted software license

Action 17

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

Students to be Served:

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

[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

New Action

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

Modified Action

2017-18 Actions/Services

2.17 No Action

2018-19 Actions/Services

2.17 Provide Saturday Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

2.17 Provide Site Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$45,000	\$52,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted Certificated Salaries and Benefits (extra duty)	Unrestricted Certificated Salaries (extra duty)
Amount	N/A	\$ 10,000	\$12,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted Classified Salaries and Benefits (extra duty)	Unrestricted Classified Salaries (extra duty)
Amount			\$11,400
Source			Concentration/Supplemental
Budget Reference			Unrestricted Certificated Benefits (extra duty)
Amount			\$4,000
Source			Concentration/Supplemental
Budget Reference			Unrestricted Classified Benefits (extra duty)

Action 18

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

2.18 No Action

2018-19 Actions/Services

2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$45,000	\$52,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries and Benefits	Unrestricted Certificated Salaries

Amount	NA	\$12,150	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries
Amount	NA	NA	\$25,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Materials and supplies
Amount	NA	NA	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Field Trips
Amount			\$11,400
Source			Concentration/Supplemental
Budget Reference			Unrestricted Certificated Benefits
Amount			\$4,400
Source			Concentration/Supplemental
Budget Reference			Unrestricted Classified Benefits

Action 19

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

Students to be Served:

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

[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)

Specific Schools: Elementary Schools
Specific Grade Spans: Transitional Kindergarten and Kindergarten

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

2.19 No Action

2018-19 Actions/Services

2.19 No Action

2019-20 Actions/Services

2.19 Provide assessment programs to monitor instruction for all TK/K students, principally directed to support the needs of low income students, foster youth, and English learners. Including ESGI and DAZZEL.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	\$12,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted software license

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

The district will maintain a safe and positive learning environment through communication and collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

According to the 2018 CA Dashboard results the district's chronic absenteeism rate was 8.9%. The district goal is to decrease chronic absenteeism by 1% each year. For 2018-19, the district wide suspension rate was 2.5%. The goal is to decrease the suspension rate by 1% each year and maintain all sites at 2% or below. In 2018-19, the district needs assessment survey showed 68% students feel safe at school. The district goal is to increase the percent of students that feel safe at school by 8% each year. Therefore, the district deems there is a need for this goal, and we will continue this goal.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement Priority 3(a) Estimated:	Priority 3: Parental Involvement	Priority 3: Parental Involvement

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3(a) Efforts to seek parent input in making decisions for district and school sites: All sites had a fully functioning SSC and ELAC. Goal is to maintain at all sites.</p> <p>Parent Participation in the District Needs Assessment Survey Goal is to increase parent participation by 15% each year.</p> <p>Sites will hold a Parent/Community informational meeting at the beginning of school year. Goal is 100% of sites.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District goal is 100% of parents of unduplicated students will attend academic performance conferences.</p> <p>Meet with 100% of our parents of special needs students over the course</p>	<p>Priority 3(a) All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey 2016 -2017 school year was 18.2%</p> <p>100% of sites had a Parent/Community informational meeting at the beginning of school year.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 85.8% of parents of unduplicated students attended academic performance conferences.</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Met with 100% of our parents of special needs students over the course of the year.</p>	<p>All sites had a fully functioning SSC and ELAC. Actual: All sites had a fully functioning SSC and ELAC</p> <p>Parent Participation in the District Needs Assessment Survey Estimated: 33.2% Actual: 28.2%.</p> <p>Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year. Actual: 100%</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences. Actual: 80%</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p>	<p>Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey Estimated: 43.2% Actual: 32% Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year. Actual: 100%</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences. Actual: 93%</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Estimated: Meet with 100% of our parents of special needs students</p>	<p>Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey. Estimated: 47%</p> <p>Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences.</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Estimated: Meet with 100% of our parents of special needs students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of the year, through IEP process.	Priority 5: Pupil Engagement	Estimated:Meet with 100% of our parents of special needs students over the course of the year. Actual:100%	over the course of the year Actual: 100%.	over the course of the year.
Priority 5: Pupil Engagement	Priority 5(a)School Attendance Rate:96.07%	Priority 5: Pupil Engagement	Priority 5:Pupil Engagement	Priority 5: Pupil Engagement
Priority 5(a):School Attendance Rate:Increase 1% growth each year.	Priority 5(b)Chronic absenteeism Rate:4.06%	Priority 5(a)School Attendance Estimated Rate:97.07% Actual:98%	Priority 5(a)School Attendance Estimated Rate:99.07% Actual:95.2%	Priority 5(a)School Attendance Estimated Rate:96.2%
Priority 5(b);Chronic absenteeism Rate:Decrease each year by 1%.	The baseline Chronic Absenteeism was reported incorrectly. The correct Chronic Absenteeism rate was 7.8%.	Priority 5(b)Chronic absenteeism Estimated Rate:6.8% Actual:9.4%	Priority 5(b)Chronic absenteeism Estimated Rate: 8.4% Actual: 8.9%	Priority 5(b)Chronic absenteeism Estimated Rate: 7.9%
Priority 5(c):Middle School Dropout Rate:Maintain zero status.	Priority 5(c)Middle School Dropout Rate: 0%	Priority 5(c)Middle School Dropout Estimated Rate: 0.0% Actual:0.0%	Priority 5(c)Middle School Dropout Estimated Rate: 0% Actual:0%	Priority 5(c)Middle School Dropout Estimated Rate: 0%
Priority 5(d):High School Dropout Rate:N/A	Priority 5(d)High School Dropout Rate:N/A	Priority 5(d)High School Dropout Estimated Rate:N/A	Priority 5(d)High School Dropout Estimated Rate:N/A	Priority 5(d)High School Dropout Estimated Rate:N/A
Priority 5(e):High School Graduation Rate:N/A	Priority 5(e):High School Graduation Rate:N/A	Priority 5(e):High School Graduation Estimated Rate:N/A	Priority 5(e):High School Graduation Estimated Rate:N/A	Priority 5(e):High School Graduation Estimated Rate:N/A
Priority 6: School Climate	Priority 6:School Climate	Priority 6:School Climate	Priority 6:School Climate	Priority 6:School Climate
Priority 6(a) Suspension Rate:The District goal is to continue to decrease suspension rates by 1% each year and maintain at 2%.	Priority 6(a) Suspension Rate:5.2%	Priority 6(a) Suspension Estimated Rate:4.2% Actual 3.6%	Priority 6(a) Suspension Estimated Rate:3.2% Actual:2.5%	Priority 6(a) Suspension Estimated Rate:2.0%
Priority 6(b) Expulsion Rate:The District goal is	Priority 6(b) Expulsion Rate:Maintain a 0% status.			Priority 6(b) Expulsion Rate:Maintain Estimated: 0.0 %
	Priority 6(c) Other local measures on sense of			Priority 6(c) Other local measures on sense of safety and school connectedness:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>to maintain a zero status.</p> <p>Priority 6(c) Other local measures on sense of safety and school connectedness:</p> <p>7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p># 3 of the District Needs Assessment - Students look forward to coming to school each day. Goal is to increase by 8%</p> <p>#12 of the District Needs Assessment - Students feel safe at school. Goal is to increase by 8%.</p> <p>5th and 7th grade students feel connected at school based on the California Healthy Kids Survey. This survey is administered every two years. The goal is to improve by 8%.</p> <p>5th and 7th grade students feel very safe at school based on the</p>	<p>safety and school connectedness:</p> <p>7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>70% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>71.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>The California Healthy Kids survey is only administered every two years. Therefore, our baseline data is from 2015-2016.</p> <p>60%of 5th graders feel connected at school</p> <p>54%of 7th graders feel connected at school</p> <p>77% of 5th grades feel very safe at school</p> <p>65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey.</p>	<p>Priority 6(b) Expulsion Rate: Estimated: 0.0 %</p> <p>Priority 6(c) Other local measures on sense of safety and school connectedness:</p> <p>Estimated:Continue 7 of our 11 campuses continue to participate in Positive Behavior Interventions and Supports (PBIS). Actual: 7 of our 11 campuses continued (PBIS).</p> <p>4 additional sites and Community School attended training to implement PBIS in 2018-19.</p> <p>Estimated: 78% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>79.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Actual: 65.9% of students look forward to coming to school each</p>	<p>Priority 6(b) Expulsion Rate:Maintain Estimated:0.0 % Actual: 0%</p> <p>Priority 6(c) Other local measures on sense of safety and school connectedness:</p> <p>Estimated: All 12 campuses (including Community School) will participate in Positive Behavior Interventions and Supports (PBIS). Actual: All 12 campuses (including Community School) participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>Estimated:73.9% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>75.1.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Actual: 65.7% of students look forward to coming to school each day. 68% of students feel safe at school</p>	<p>Estimated: 12 campuses (including Community School) continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>Estimated:73.7% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>76.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Estimated:The California Healthy Kids survey is only administered every two years.Data for 2019-2020: 58%of 5th graders feel connected at school 33%of 7th graders feel connected at school 86% of 5th grades feel very safe at school 69% of 7th grade students feel very safe at school</p> <p>Priority 8: Other Pupil Outcomes</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Healthy Kids Survey, goal is to improve by 8%.</p> <p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. The district will set the goal of improving all sections by 7%.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.</p> <p>Aerobic Capacity:5th- 68.9%/7th-51.3%, Body Composition: 5th- 56.1%/7th-52.6%, Abdominal Strength:5th- 60.2% /7th-67.3%, Trunk Extension Strength:5th- 82.9 %/7th- 86.4%, Upper Body Strength:5th- 56.3%/7th- 54.3%, Flexibility:5th- 69.8%/7th- 69.4%.</p>	<p>day 67.1%of students feel safe at school</p> <p>Estimated: The California Healthy Kids survey is only administered every two years. Data for 2017-2018: 68%of 5th graders feel connected at school 62%of 7th graders feel connected at school 85% of 5th grades feel very safe at school 73% of 7th grade students feel very safe at school based on the California Healthy Kids Survey. Actual: 50 % of 5th graders feel connected at school 25% of 7th graders feel connected at school 78% of 5th grades feel very safe 61% of 7th graders feel very safe</p> <p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests: 5th and 7th Grade students</p>	<p>Estimated:The California Healthy Kids survey is only administered every two years. Therefore, this data remains the same for 2018-2019. safe at school based on the California Healthy Kids Survey. 50% of 5th graders feel connected at school 25% of 7th graders feel connected at school 78% of 5th grades feel very safe 61% of 7th graders feel very safe</p> <p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. Estimated: Aerobic Capacity:5th- 71.2%/7th- 62.2%, Body Composition:5th- 61.7% /7th- 61.4%, Abdominal Strength:5th- 72.7 %/7th- 78.0%,</p>	<p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. Estimated: Aerobic Capacity:5th- 64.5% /7th- 63.8%, Body Composition:5th- 53.5%/7th-61.3%, Abdominal Strength:5th- 71.4%/ 7th- 72.1%, Trunk Extension Strength:5th- 96.6%/7th- 96.2%, Upper Body Strength:5th-66.9%/7th- 69.7%, Flexibility:5th-73.8%/7th- 79.4%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>participate in the Physical Fitness Tests. Estimated:</p> <p>Aerobic Capacity:5th- 75.9 %/7th- 58.3%, Body Composition:5th- 63.1%/7th- 59.6 %, Abdominal Strength:5th- 68.2%/7th-75.3%, Trunk Extension Strength:5th- 88.9%/7th- 92.4%, Upper Body Strength:5th- 63.3% /7th- 61.3%, Flexibility:5th-76.8%/7th- 76.4%</p> <p>Actual:.</p> <p>Aerobic Capacity:5th- 64.2 %/7th- 55.8%, Body Composition:5th- 54.7%/7th- 54.4 %, Abdominal Strength:5th- 65.7%/7th-71.0%, Trunk Extension Strength:5th- 84.6%/7th- 88.9%, Upper Body Strength:5th- 54.0% /7th- 55.3%, Flexibility:5th-69.2%/7th- 75.2%.</p>	<p>Trunk Extension Strength:5th- 91.6%/7th- 95.7%, Upper Body Strength:5th-61.0% / 7th- 62.3%, Flexibility:5th- 76.2% /7th-82.2 %.</p> <p>Actual:</p> <p>Aerobic Capacity:5th- 57.5%/7th- 56.8%, Body Composition:5th- 52.5%/7th- 54.3%, Abdominal Strength:5th- 64.4%/7th- 65.1%, Trunk Extension Strength:5th- 89.6%/7th- 89.2%, Upper Body Strength:5th- 59.9% / 7th- 62.7%, Flexibility:5th- 66.8% /7th -72.4 %.</p>	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

3.1 Maintain Bully Prevention training.

2018-19 Actions/Services

3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.

2019-20 Actions/Services

3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,950	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel and Conference.	Unrestricted Travel and Conferences	Unrestricted Travel and Conferences

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives

2018-19 Actions/Services

3.2 Expansion of existing program implementation of Positive Behavioral Interventions and Supports (PBIS) to all campuses to ensure all students are able

2019-20 Actions/Services

3.2 Maintenance of program implementation of Positive Behavioral Interventions and Supports (PBIS) to all campuses to ensure all students are able

for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,273	\$35,840	\$39,410
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Classified Salaries and Benefits.	Unrestricted Other Classified Salaries	Unrestricted Other Classified Salaries
Amount	\$1,000	\$26,362	\$29,410
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Teacher Salaries and Benefits(subs)	Unrestricted Other Classified Benefits	Unrestricted Other Classified Benefits
Amount	\$11,007	\$1,000	\$834
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries (Stipend)	Unrestricted Teacher Salaries and Benefits(subs)	Unrestricted Teacher Salaries (subs)
Amount	\$20,000	\$11,007	\$9,177
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Other Certificated Salaries (Stipend)	Unrestricted Other Certificated Salaries (Stipend)

Amount	\$5,000	\$37,600	\$37,600
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$300	\$20,000	\$20,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted PBIS Association Membership	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences
Amount	\$1,600	\$200	\$200
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted PBIS Association Membership	Unrestricted PBIS Association Membership
Amount	\$4,500	\$3,400	\$3,400
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Consultants(and SWIS License)	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$3,500	\$9,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Consultants(and SWIS License)	Unrestricted Consultants(and SWIS License)
Amount			\$1,996
Source			Concentration/Supplemental
Budget Reference			Unrestricted Teacher Benefits (subs and stipends)

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English as a second language for EL parents.

2018-19 Actions/Services

3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.

2019-20 Actions/Services

3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$42,000	\$42,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.

Amount	\$10,000	\$1,000	\$2,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries
Amount	NA	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount			\$800
Source			Concentration/Supplemental
Budget Reference			Unrestricted Classified 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

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Provide parent and student nutrition education (Including family wellness).	3.4 Provide parent and student nutrition education (Including family wellness), emphasizing the nutrition needs of low income students, foster youth, and English learners.	3.4 Provide parent and student nutrition education (Including family wellness), emphasizing the nutrition needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,596	\$81,976	\$82,569
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$3,000	\$38,862	\$42,267
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Benefits	Unrestricted Classified Benefits
Amount	\$300	\$3,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$1,500	\$350	\$350
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Travel/Conference	Unrestricted Travel/Conference

Amount	NA	\$650	\$650
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Rentals	Unrestricted Rentals
Amount	NA	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$100	\$100
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Transportation	Unrestricted Transportation

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

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

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 District to provide home-to-school communication to discuss academic support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.	3.5 District to provide home-to-school communication to discuss academic support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on African American and white student groups.	3.5 District to provide home-to-school communication to discuss academic support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on Filipino, White, Two or more races, Asian and Homeless student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,714	\$87,264	\$90,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

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)

Specific Schools: All Middle 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

3.6 Maintenance of additional 5.5 hrs. security guards for middle schools hired 2014-15. To help maintain student sense of safety.

2018-19 Actions/Services

3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.

2019-20 Actions/Services

3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,050	\$97,779	\$107,329
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$26,507	\$31,974
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Benefits	Unrestricted Classified 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

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

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

2018-19 Actions/Services

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

2019-20 Actions/Services

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level.

The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of low income students, English learner, foster youth, African American and white students.

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of low income students, English learner, foster youth, Filipino, White, Two or more races, Asian and Homeless student groups.

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$309,000	\$169,345	\$180,141
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$1,065,850	\$753,803	\$814,392
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$464,627	\$396,520	\$447,422
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits

Amount	\$397,789	\$152,675	\$119,347
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Salaries (site discretionary)	Unrestricted Certificated Salaries (site discretionary)
Amount	\$549,192	\$401,906	\$409,529
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Services and Operating Expenses	Unrestricted Classified Salaries (site discretionary)	Unrestricted Classified Salaries (site discretionary)
Amount	NA	\$135,988	\$179,001
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Employee Benefits(site discretionary)	Unrestricted Employee Benefits(site discretionary)
Amount	NA	\$330,094	\$374,357
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$406,791	\$345,220
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Services and Operating Expenses	Unrestricted Services and Operating Expenses
Amount	NA	\$142,251	\$145,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Professional Consulting Services (Resource Officer Contract)	Unrestricted Professional Consulting Services (Resource Officer Contract)

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

3.8 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Hire an additional Speech Pathologist for 2017-18.

2018-19 Actions/Services

3.8 In 2018-19 hire an additional Speech Pathologist and 4 additional Program Assistants. Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. These services will support all students with an emphasis to support special education students, low income students, foster youth, and English learners.

2019-20 Actions/Services

3.8 In 2019-20 hire 12 Behavior Intervention Assistants, a Health Ed. Nurse and Licensed Vocational Nurse(LVN). Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. Maintain Speech Pathologist and 4 additional Program Assistants hired in 2018-19. These services will support all students with an emphasis to support

special education students, low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$867,134	\$986,692	\$1,211,183
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$253,318	\$231,358	\$330,102
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$373,549	\$433,665	\$700,534
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$500	\$500	\$82,745
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Hire Health Ed. Nurse salaries
Amount	NA	NA	\$243,300
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Hire 12 Behavior Intervention Assistants salaries (1 per site)

Amount	NA	NA	\$35,558
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	NA	Hire LVN salary

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

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

3.9 Parent Involvement. Materials to promote parent involvement in student education.

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

Modified Action

2018-19 Actions/Services

3.9 Parent Involvement. Materials to promote parent involvement in student education with an emphasis on supporting the needs of low income students, foster youth, and English learners.

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

Unchanged Action

2019-20 Actions/Services

3.9 Parent Involvement. Materials to promote parent involvement in student education with an emphasis on supporting the needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$3,000	\$3,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries and Benefits	Unrestricted Certificated Salaries
Amount	\$4,000	\$4,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Printing Charges	Unrestricted Classified Salaries
Amount	NA	NA	\$4,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted Printing
Amount			\$450
Source			Concentration/Supplemental
Budget Reference			Unrestricted Certificated Benefits
Amount			\$300
Source			Concentration/Supplemental
Budget Reference			Unrestricted Classified Benefits

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))

Schoolwide

Location(s):

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

Specific Schools: All Middle 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

3.10 District will support After School Sports to help promote school pride, a positive climate, and physical activity.

2018-19 Actions/Services

3.10 District will support after school sports programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

3.10 District will support after school enrichment programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,850	\$29,450	\$26,450
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Stipends	Unrestricted Certificated Stipends	Unrestricted Certificated Stipends

Amount	\$15,600	\$8,000	\$14,250
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Stipends	Unrestricted Classified Stipends	Unrestricted Classified Stipends
Amount	\$4,901	\$5,631	\$8,056
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$45,000	\$45,000	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Uniforms	Unrestricted Uniforms	Unrestricted Uniforms
Amount	\$20,000	\$25,000	\$25,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Transportation	Unrestricted Transportation	Unrestricted Transportation
Amount	\$10,000	\$10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Registration fees/tournaments	Unrestricted Registration fees/tournaments	Unrestricted Registration fees/tournaments

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: elementary schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.11 Maintenance of 3 MSW Social Workers to support all sites with high-risk students from low income, EL, and foster youth subgroups. Hire 1 additional MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths. Materials and supplies include behavior modification curriculum. All homeless and foster students will receive a school shirt (from their specific site) when they enroll.

2018-19 Actions/Services

3.11 Maintenance of 4 MSW Social Workers to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

2019-20 Actions/Services

3.11 Maintenance of 4 MSWs to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$302,053	\$315,263	\$345,857
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries

Amount	\$121,716	\$133,214	\$141,298
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$5,000	\$5,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$2,500	\$2,500	\$500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Travel/Conference	Unrestricted Travel/Conference

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.12 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.	3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure safety for all students, including low income students, foster youth, and English learners.	3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure student safety, including low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,405	\$35,849	\$40,720
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$4,572	\$5,199
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Benefits	Unrestricted Classified Benefits

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus students are proud of.

2018-19 Actions/Services

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.

2019-20 Actions/Services

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$427,494	\$298,771	\$319,512
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$151,554	\$167,040
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Benefits	Unrestricted Classified Benefits

Action 14

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

Students to be Served:

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

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)

Specific Schools: Three schools per year

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

3.14 Installation of Security Cameras at 3 sites a year for student safety.

2018-19 Actions/Services

3.14 Installation of security cameras at 4 sites a year to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.

2019-20 Actions/Services

3.14 Complete installation of security cameras at sites to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$573,224	\$626,000	\$53,182
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Action 15

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.15 Addition of shade structures at sites to provide safety and promote positive climate.

2018-19 Actions/Services

3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000,000	\$2,000,000	\$1,703,016
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Action 16

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

No Action in 2017-18

2018-19 Actions/Services

3.16 Provide an Administrator of School Safety and Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on homeless and white student groups. Also, this administrator will oversee the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. Including professional development and supplies.

2019-20 Actions/Services

3.16 Provide an Administrator of Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on students of two or more races and foster youth . This position oversees the development, maintenance, and implementation of school safety plans and coordinates parent involvement activities, which include PBIS behavior support (developing family behavior support), learning about mental health stigmas and how parent can connect to community partnerships/resources. Including professional development, supplies and classroom emergency kits.

Due to a Title IV grant 30% of this administrator's salary and benefits will be paid out of LCFF/LCAP funds. The remaining 70% will be paid using Title IV funding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$130,404	\$41,764
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salary	Unrestricted Certificated Salary
Amount	NA	\$41,462	\$13,411
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Benefits	Unrestricted Certificated Benefits
Amount	NA	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials/Supplies
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$27,755,328

Percentage to Increase or Improve Services

36.79%

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 Greenfield Union School District LCAP goals are intended to support all students and are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

Unduplicated students are identified as low income students, as English learners (EL), or as foster youth. Student enrollment in the Greenfield Union School District program is 93.11% unduplicated, with the following site unduplicated information:

- Fairview Elementary = 96.73%
- Granite Point Elementary = 88.06%
- Greenfield Community = 100%
- Greenfield Middle = 93.19%
- Horizon Elementary = 94.68%
- Leon H. Ollivier Middle = 90.49 %
- McKee Middle = 92.36%
- Plantation Elementary = 95.85%
- Planz Elementary = 95.47%
- Raffaello Palla Elementary = 94.35%
- Valle Verde Elementary = 93.64%
- W.A. Kendrick Elementary = 93.16%

Due to the high unduplicated student count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with interventions to allow students to better

access to core curriculum, remove barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared for high school.

Since the district serves a 93.11% unduplicated pupil population, all school wide or LEA wide actions/services will target and support the use of concentration/supplemental funding. Although the current year's LCAP has very few differences over the preceding year, stakeholders have been consistently pleased with the direction the district's LCAP. After analyzing input from all stakeholders, the district will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations:

- Technology Refresh Plan to keep technology updated, and purchase one-to-one devices for 3rd-8th grade students to prepare them for 21st Century skills. The implementation of technology is a district focus to meet the demands of the Common Core State Standards (CCSS). Due to advancements in technology, the district considers it a priority to keep technology current. Action 1.1
- Provide mentor support for all beginning teachers, and maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies. Each participating teacher is assigned to a mentor to assist them in becoming familiar with district policies, California Standards of the Teaching Profession, curriculum, and effective classroom management. Participating teachers have the opportunity to participate in a variety of professional development opportunities and observe exemplary teaching practices. Action 1.2
- Maintenance of additional certificated staff hired at sites to reduce class sizes and support student academic achievement. Lower class sizes allow more opportunity for small group and individual instruction to better meet the needs of low performing students. Action 1.3
- Continue implementing the Write from the Beginning and Beyond (WFBB). This program is a comprehensive and systematically structured writing curriculum. The WFBB curriculum is designed to provide students with the skills necessary to meet the demands of the CCSS. Action 1.5
- Continue to provide the ELD program. Site administrators will monitor ELD curriculum implementation, English learner student performance data, and program needs. Action 1.6
- STAR Reading and Math assessments are used to monitor student progress in reading and mathematics, and identify students for intervention. In 2018-2019, the district results showed 22.8% of students performed below the 25th percentile on the STAR Reading assessment. These results showed 16.2% of students performing below the 25th percentile in reading from the 2017-18 results. In 2018-2019, the district results showed 14.6% of students performed below the 25th percentile on the STAR Math assessment. These results show a decrease of 9.4% of students performing below the 25th percentile in mathematics from the 2017-18 results. The district goal is to decrease the percent of students performing below the 25th percentile by 6% each year in reading and mathematics. The use of these assessments allows sites to better determine and target student gaps in skills/standards. The district attributes the decrease of students scoring below the 25th percentile to the implementation of the STAR Reading and Math assessments. Action 2.1
- The after school program and after school sports programs provide a safe structured environment for students after school. The district after school program provides students with a place to complete homework, receive tutoring, play sports, and participate in a variety of academic enrichment activities including art, drama and dance. Also, students have the opportunity to support the community through service learning projects. Actions 2.2, 3.10

- In an effort to lower the percent of students below the 25 percentile on STAR Math and increase math CAASPP scores, the district will provide supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades. Action 2.3
- Academic Coaches will work collaboratively with site and district staff to improve instructional practices, identify under-performing students, provide academic support, and monitor academic achievement of at risk students. Action 2.9
- GATE, Project Lead the Way, educational field trips, and elementary music program will provide enriched the educational experience to meet the needs of all students. Actions 2.6, 2.7, 2.10, 2.11
- In an effort to lower the percent of students below the 25 percentile on STAR Reading and increase English Language Arts CAASPP scores, the district will provide Lexia Core 5 Reading, Power Up Literacy, Reading A to Z, and Reading Plus programs to differentiate reading instruction for students of all abilities. Actions 2.12, 2.15, 2.16
- Continue to provide additional transitional kindergarten classes to prepare students for kindergarten, with an emphasis on preparing low income students, foster youth, and English learners. The intent of these transitional kindergarten classes is to positively impact student academic performance in school by focusing on social development, and build reading and math foundation skills. Action 2.14
- Positive Behavior Interventions Supports (PBIS) will continue to be implemented to improve student behavior and school climates. For 2018 -19, the district wide suspension rate was 2.6%. This is a 1.1% decrease from 2017- 18. The goal is to decrease the suspension rate by 1% each year and maintain at 2%. We attribute the decrease in suspension rate to the implementation of the PBIS program district wide and will continue this action. Additionally, the PBIS program provides a safe and positive learning environment for all students. Action 3.2
- In an effort to maintain the increase district's current attendance rate and decrease chronic absenteeism, the district will increase communication with parents regarding student absences with the Attention 2 Attendance system. Action 3.5
- Maintain site support staff, continue progress monitoring of students performing below grade level, and coordinate academic interventions. The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of Filipino, White, Two or more races, Asian and Homeless student groups. Action 3.7
- Hire 12 behavior intervention assistants(one per site), a health education nurser, and a licensed vocational nurse (LVN). The behavior intervention specialists will to work closely with school psychologists, MSWs, and site administration to ensure students who are having difficulty adjusting in the school setting are successful. The district will continue to provide additional Support Services staff including health aides, transportation aides, program assistants, psychologists, program specialists, and speech pathologists. The intent of these services is to empower students to achieve academic success through helping students with issues such as study skills, attendance, social interaction, and physical health care needs. Action 3.8
- PIQE, TK/K Festival and parent education meetings will be offered to increase parental involvement and build a relationship with community members and other stakeholders. Action 3.3, 3.9
- Social Workers (MSWs) will continue to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments. Action 3.11
- With temperatures often exceeding 90 degrees or more for approximately five months of the instructional year, the need for safe and accessible outdoor areas to engage students in the many outdoor learning opportunities offered by the district are vital. The district will install shade structures, tables and benches providing shade for planned primary learning stations, outdoor learning "classroom", and physical education stations. The intent of this action item is to provide increased access for unduplicated students to engage in campuses that enrich learning and promote attendance and participation with its

success measured by increased student attendance, a reduction in chronic absenteeism, Needs Assessment Surveys, and increased participation/engagement in the after school program and site intervention programs. Action 3.15

- According to the 2018-19 district needs assessment survey results, showed 68% students feel safe at school, and in 2017-18 67.1% of students felt safe at school. This is a 0.9% increase in the number of students that feel safe at school. The district goal is to increase the percent of students that feel safe at school by 8% each year. In order to continue to increase safety, the district has hired additional security guards for the middle schools, and will continue to install security cameras at school sites to ensure safety. The Administrator of Student Supports will oversee Multi-Tier Systems of Support (MTSS), and the implementation of school safety plans. To better plan for an emergency and ensure student safety, the district will purchase classroom emergency kits. Action 3.6, 3.14, 3.16

The Greenfield Union School District is dedicated to students, staff, parents, and community members. Goal 1 Actions 1-7, Goal 2 Actions 1-19, and Goal 3 Actions 1-16 will be funded and provided on a school-wide or district-wide basis. In intent of these goals and actions is to increase or improve services, specifically for our low income students, English learners, and foster youth.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$25,944,584

Percentage to Increase or Improve Services

35.63%

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

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

The district's LCAP goals are intended to support all students and are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

Unduplicated students are identified as low income students, as English learners (EL), or as foster youth. Student enrollment in the Greenfield Union School District program is 91.39% unduplicated, with the following site unduplicated information:

- Fairview Elementary = 97.89%
- Granite Point Elementary = 83.90%
- Greenfield Community = 100.00%
- Greenfield Middle = 94.03%
- Horizon Elementary = 91.90%
- Leon H. Ollivier Middle = 90.21%
- McKee Middle = 89.50%
- Plantation Elementary = 96.48%
- Planz Elementary = 92.54%
- Raffaello Palla Elementary = 92.96%
- Valle Verde Elementary = 89.74%
- W.A. Kendrick Elementary = 91.91%

Due to the high unduplicated student count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared for high school.

Since the district serves a 91.39% unduplicated pupil population, all school wide or LEA wide actions/services will target and support the use of concentration/supplemental funding. After analyzing input from all stakeholders, the district will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. Our technology focus will continue with the Technology Refresh Plan to keep technology updated, and purchase one-to-one devices for 3rd-8th grade students to prepare them for 21st Century skills. We will continue maintenance of additional certificated staff hired at sites to reduce class sizes and support student academic achievement. The district has increased support for unduplicated students by increasing personnel to monitor of students who perform below grade level. This includes the Academic Coach who evaluates and monitors performance data to provide small group instruction/intervention for targeted groups, including homeless, foster youth, and English learners. We will continue to implement the consistent use of STAR Reading and Math assessments. Data will be used to identify students for intervention with emphasis on low income pupils, foster youth, homeless, and English learners. Site administrators will monitor ELD curriculum implementation, English learner student performance data, and program needs. Student engagement will increase with the inclusion of technology/computer based programs in math and ELA. Programs such as PIQE will be offered to increase parental involvement and build a relationship with community members and other stakeholders. In an effort to meet the needs of our advanced students, GATE classes will be maintained and additional STEM classes will be added. The district will

continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and improve school climates. Social Workers (MSWs) will continue to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments. The MSWs will also coordinate case management and individual and group therapy to assist in supporting the needs of homeless students and foster youths. With temperatures often exceeding 90 degrees or more for approximately five months of the instructional year, the need for safe and accessible outdoor areas to engage students in the many outdoor learning opportunities offered by the district are vital. The district will install shade structures, tables and benches providing shade for planned primary learning stations, outdoor learning “classroom”, and physical education stations. The intent of this action item is to provide increased access for unduplicated students to engage in campuses that enrich learning and promote attendance and participation with its success measured by increased student attendance, a reduction in chronic absenteeism, Needs Assessment Surveys, and increased participation/engagement in the after school program and site intervention programs. The Administrator of School Safety and Student Supports will oversee Multi-Tier Systems of Support (MTSS), the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. The Greenfield Union School District is dedicated to students, staff, parents, and community members. Goal 1 Actions 1-7, Goal 2 Actions 1-18, and Goal 3 Actions 1-16 will be funded and provided on a school-wide or district-wide basis.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$\$21,415,993	31.46%

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 Greenfield Union School District serves a 91% unduplicated pupils population. Therefore, all school wide or LEA wide actions/services will target and support the use of concentration/supplemental funding. After analyzing input from all stakeholders, the district will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. We will continue maintenance of additional certificated staff hired at sites to reduce class sizes and support student academic achievement. The district has increased support for unduplicated students by increasing personnel to support monitoring of students who perform below grade level. This includes the Academic Coach, who evaluates and monitors performance data to provide small group instruction/intervention for targeted groups, including homeless, foster, and English learners. We will continue to implement the consistent use of STAR Reading and Math assessments. Data will be used to identify students for intervention with emphasis on low income pupils, foster youth, homeless, and English learners. The ELD Curriculum Specialist will monitor ELD curriculum implementation, ELL and RFEP student performance data, and program needs. Student engagement will increase with the inclusion of technology/computer based programs in Math and ELA. Programs such as Parent Project, PIQE, and English as a second language classes will be offered to increase parental involvement and build a relationship with community members and other stakeholders. In an effort to meet the needs of our advanced students, GATE classes will be maintained and additional STEM classes will be added. The district will continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and improve school climates. Three Masters of Social Workers (MSWs) have been hired to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments. The MSWs will also coordinate case management, individual and group therapy. One additional MSW will be hired, and will spend 50% of the time responsible for supporting the needs of the homeless students and foster youths. Our technology focus will continue with the Technology Refresh Plan to keep technology updated, and purchase one-to-one devices for 3rd-8th grade students to prepare them for 21st Century skills. The Greenfield Union School District is dedicated to students, staff, parents, and community members.

LEA-wide and Schoolwide Use of Funds

Student enrollment in the Greenfield Union School District program is 91% unduplicated, with the following site unduplicated information:

- Fairview Elementary =96%
- Granite Point Elementary =83%
- Greenfield Community =90%
- Greenfield Middle =93%
- Horizon Elementary =92%
- Leon H. Ollivier Middle =89%
- McKee Middle =88%
- Plantation Elementary =97%
- Planz Elementary =93%
- Raffaello Palla Elementary =92%
- Valle Verde Elementary =91%
- W.A. Kendrick Elementary =91%

Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student count districtwide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared from high school. Goal 1 Actions 1-8, Goal 2 Actions 1-11, and Goal 3 Actions 1-15 are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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?

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