

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland Union Elementary

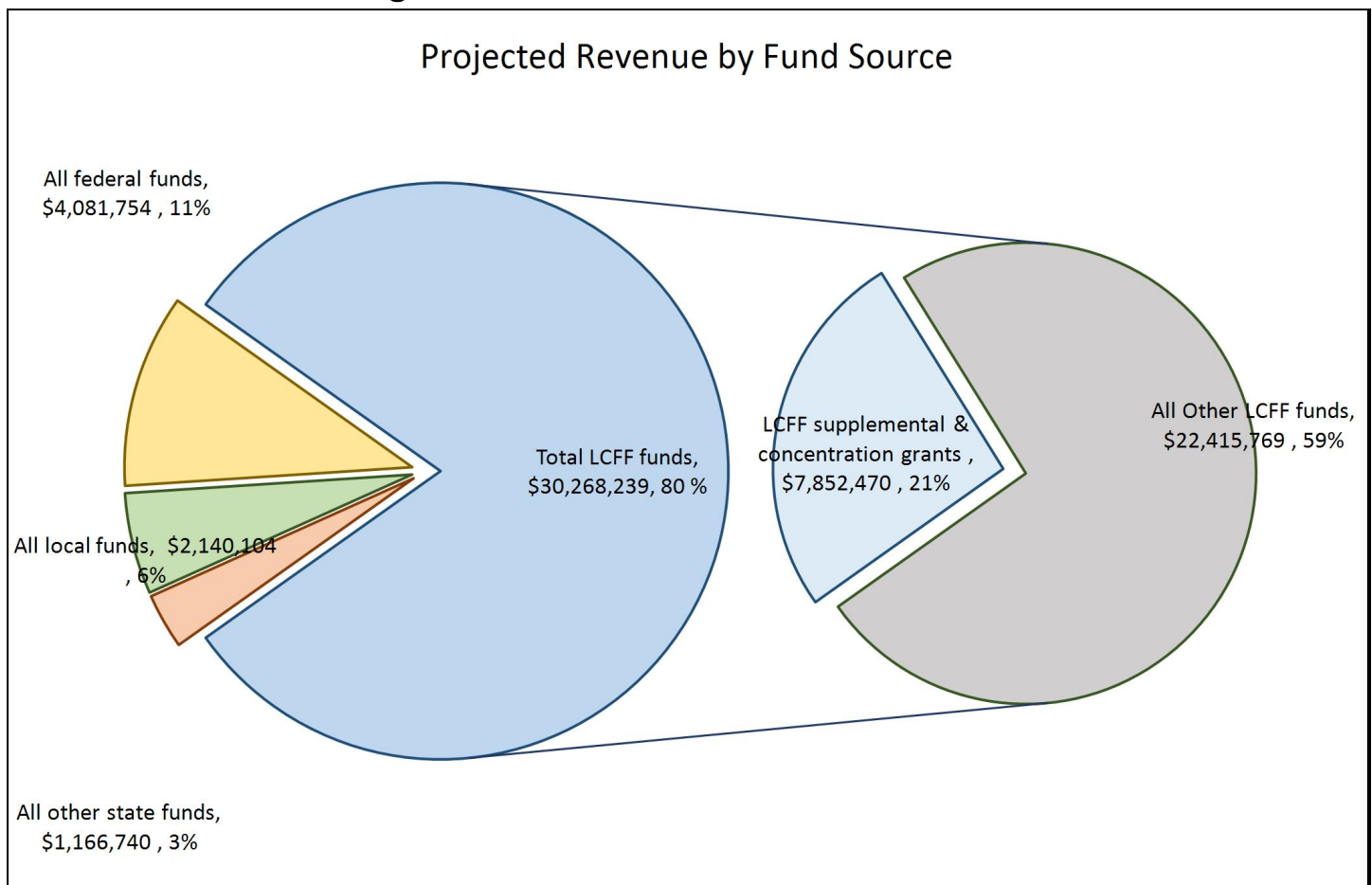
CDS Code: 15-63578-0000000

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

LEA contact information: Rocío Muñoz, Assistant Superintendent-Educational Services

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

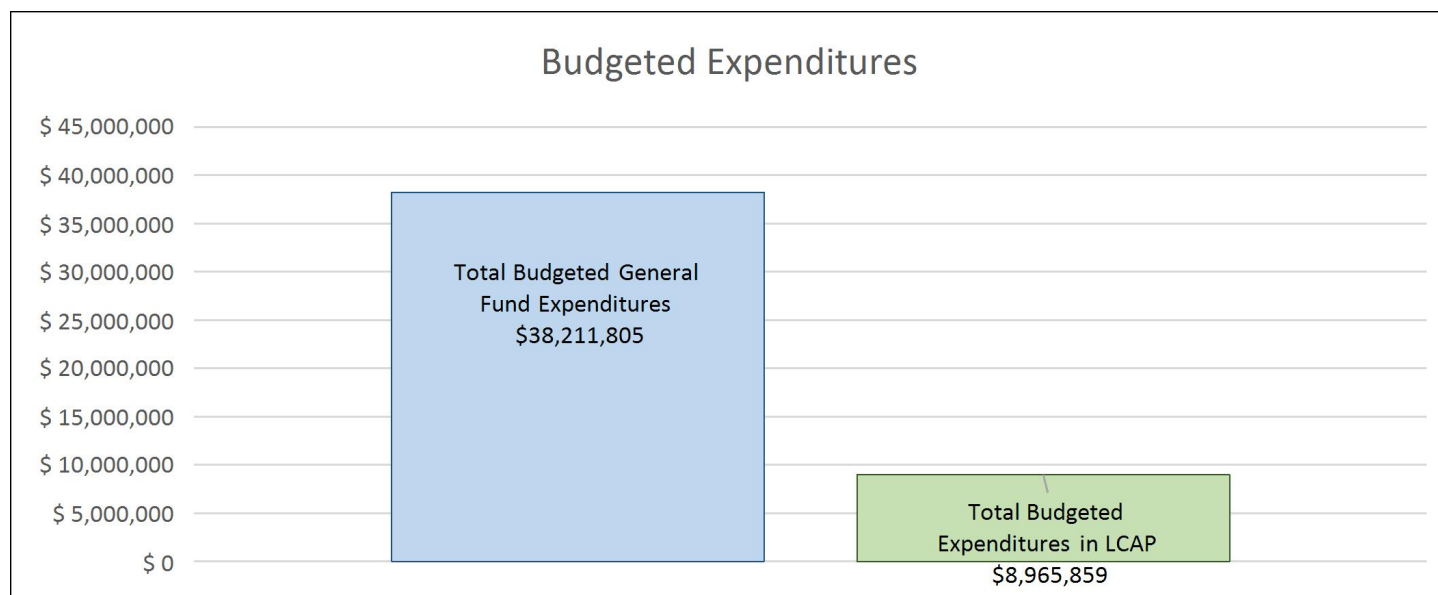


This chart shows the total general purpose revenue Richland Union Elementary expects to receive in the coming year from all sources.

The total revenue projected for Richland Union Elementary is \$37,656,837, of which \$30,268,239 is Local Control Funding Formula (LCFF), \$1,166,740 is other state funds, \$2,140,104 is local funds, and \$4,081,754 is federal funds. Of the \$30,268,239 in LCFF Funds, \$7,852,470 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 Richland Union Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Richland Union Elementary plans to spend \$38,211,805 for the 2019-20 school year. Of that amount, \$8,965,859 is tied to actions/services in the LCAP and \$29,245,946 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

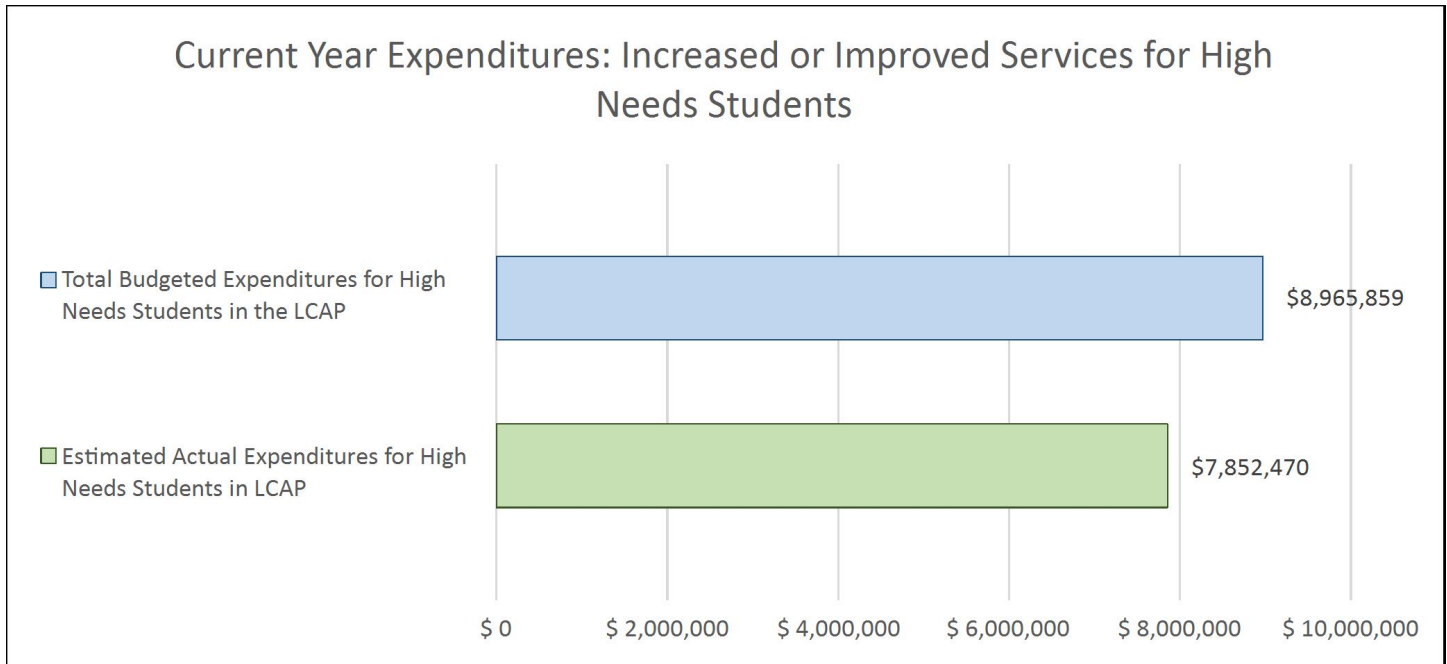
General Fund expenditures specified above for the 2019-2020 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities) and capital outlay projects.

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

In 2019-20, Richland Union Elementary is projecting it will receive \$7,852,470 based on the enrollment of foster youth, English learner, and low-income students. Richland Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Richland Union Elementary plans to spend \$7,852,470 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 Richland Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richland Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Richland Union Elementary's LCAP budgeted \$8,965,859 for planned actions to increase or improve services for high needs students. Richland Union Elementary estimates that it will actually spend \$7,852,470 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-1,113,389 had the following impact on Richland Union Elementary's ability to increase or improve services for high needs students: When the budget was developed in 2018-19 the Period-2 Average Daily Attendance (ADA) was estimated to be 2,930 which resulted in an estimated Supplemental & Concentration Grant (S&C) amount of \$8,965,859 as shown on the chart. The district's actual P-2 ADA was 2781.51 which was 149 less than the projection. This reduced the amount received from the Supplemental & Concentration Grant to \$7,987,552 (\$978,307 less).

When the Estimated Actual Expenditures of \$7,852,470 is subtracted from the updated S&C entitlement amount of \$7,987,552 there is a remaining amount of \$135,082 (estimated unspent S&C money). This is equivalent to 1.69% of the 18-19 entitlement.

The \$135,082 could have provided additional opportunities to support the actions that were fully implemented or begin implementation of actions not put into place.

# 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

Richland Union Elementary

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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

The Richland School District is located in the rural city of Shafter, California. Shafter is a city in Kern County. It is located 18 miles (29 km) Northwest of Bakersfield and 89 miles North of Los Angeles. Based on the 2010 census the population was at 16,988 indicating an increased trend from 12,736 during the 2000 census and has rapidly grown to 19,271 in 2018. Historically, much of Shafter's economy has been based on agriculture and ag-related industry. Local crops include almonds, pistachios, cotton, grapes and alfalfa as well as some carrots, potatoes and other vegetables. More recently Shafter has become a hub for a variety of economic endeavors including; manufacturing, logistics, and energy.

The school district has a Governing Board of five Trustees, a District Superintendent and District Level Support Staff. The Richland School District's student enrollment continues to decline from 3,415 in prior years for grades transitional kindergarten through eighth grade to 3,031 in the current year, a significant decrease impacted by the second year in operation of an independent charter school. The district operates four schools that are located in the city: Golden Oak Elementary School (TK-6), Redwood Elementary School (TK-6), Sequoia Elementary School (TK-6) and Richland Junior High School (7-8). In the district, 93% of the student population qualified for free or reduced lunch in the Fall of 2018. Starting in the 2018-19 school year the district is providing free meals to all students as a result of the Community Eligibility Provision. The student population is Hispanic/Latino 93.6%, 4.5% White 1.6% Asian, .3% African American, 0.1% Native Hawaiian or Pacific Islander, 0.0% two or more races, 90.5% Socio-Economically Disadvantaged, 41.7% English Learners, 9.7% Students With Disabilities, 0.6% Foster Youth, and .9% homeless.

The Richland School District provides an educational program that implements rigor, enrichment and differentiation for all students. Highly qualified teachers prepare and deliver instruction utilizing standards- aligned curriculum in Language Arts, Mathematics, Writing, and English Language Development. The district adopted common core aligned instructional materials for History-Social Science (HSS) and will implement in 2019-2020 for grades TK-8th. In August 2018, the district

contracted with the California History-Social Science Project from the University of California, Davis to provide training to teachers on the HSS Framework using guiding questions for grades TK-8th. Since April 2018, the Richland School District established the Next Generation Science Standards (NGSS) Committee, published a three year timeline for professional learning on NGSS Frameworks and standards, provided training, modeled science lessons, mentored and supported teachers in lesson development and delivery, for participants who attended Saturday workshops or upon request. In addition, the district purchased supplemental instructional materials including lab supplies for teachers and students. The committee is reviewing state adopted science instructional materials and will pilot in 2019-2020.

In the area of mathematics, teachers were provided with support on performance tasks (PT's) and performance-based assessments using the adopted math instructional materials. Participants engaged in training with the following focus on the performance task: context, cognitive demands, steps required to complete the PT's, skills/strategies students need to complete it and awareness of different student approaches to find solutions for PT's.

Furthermore, for the past four years, teachers and instructional leaders have received training on Integrated and Designated English Language Development. In the last two years, the district has provided training on the following strategies: building academic vocabulary, pictorial input chart, sentence unpacking, text reconstruction, text structure, text cohesion, observational chart and closed reading. The goal of the district is for teachers and instructional leaders to have a high degree of understanding on the three language proficiency levels and performance descriptors to know how to effectively scaffold instruction for students in order to progress on the ELD language proficiency continuum. For the 2019-2020 school year, the district will narrow the focus to augment the understanding of meeting the individualized language needs for students based on proficiency levels.

Instructional leaders coordinate excursions that correlate with the instructional core program to expand student learning through active hands-on experiences, increase student knowledge and understanding of a subject and add realism to the topic of study. In addition, new teachers receive support from an Induction Support Provider who assists the participating teachers in collecting evidence that leads them to completion of all requirements of the New Teacher Induction Program. The district continues to support the 1:1 integration of technology in order for students to access, evaluate, use and manage information to create new content and process information at higher levels during the instructional day. The district technicians ensure that all technology devices and instructional technology programs are working properly for teachers and students, to engage in 21st century learning.

The Gifted and Talented Education Cluster Program is part of the regular school day and teachers utilize the core curriculum to differentiate the content, process, product and learning environment. The levels of abstraction, complexity, and depth are greater than those provided by the core. The pace of learning is altered to accommodate students' needs.

The Learning Centers at the elementary sites provide identified students in grades K-6 with targeted skills instruction and specialized support from intervention teachers and support staff. The junior high campus provided the same type of instructional support for students needing remediation. The Special Education Program provides support for students with special needs per Individualized Educational Plans (IEP's). School psychologists and an intern assess students for 504's, conduct Psycho-Educational Assessments, administer the assessment to identify potential GATE students, conduct counseling groups and assist school sites with Student Study Teams.

The district provides four health aides to support each school site. Two nurses support all four schools to address the health needs for students identified with medical alerts, on a daily basis. The nurses conduct annual mandated screenings and assist with students 504 plans, SST's and IEP's. Health staff also collaborate with outside agencies to bring services to students who would otherwise not have access.

Students are provided opportunities for advancement through course access such as Geometry and Project Lead the Way. Extra-curricular activities include: Sports/Athletics, Music/Band, Student Council, Career Technical Education Exploration courses in collaboration with Shafter High School, Battle of the Books, Science Fair, Oral Language Festival, Math Day, ASES (CHAMPS), Civic programs (character counts) and school-wide awareness activities, Ambassador Program, as well as student participation in community events. After-School Academies and the First & Second Chance Programs now known as BAS (Believe, Achieve, Succeed) are put into effect to support students who are at-risk of not completing 8th grade requirements. AmeriCorps staff assist by providing direct services in a small setting such as one-on-one or small group mentoring sessions. The intent is to improve attendance and behavior by providing students a positive role model and involvement in structured and meaningful mentor activities.

In order to address the social-emotional needs of students and their families, School Social Workers are available at all four sites to provide interventions and support, reduce the problem behaviors and increase instructional time by assessing the relationships in the classroom, within the family, and between the family, school and community.

The district Family Resource Center (FRC) collaborates with partnering agencies to assist families with basic needs and health services, including but not limited to: Shafter Learning Center, Kern County Supt. of Schools Mental Health Professionals, Kiwanis, Lions Club, Chevron, OMNI, Dignity Health, Pathways, Kaiser Permanente, First 5, Kern County Network for Children-Differential Response, the Assistance League of Bakersfield, Shafter Police Department, Chevron, Dental Services, & Target, Community Action Partnership of Kern, California Veterans Assistance Foundation, Kern County Department of Human Services, Clinica Sierra Vista, City of Shafter, Housing Authority of the County of Kern, Kern County Public Health, Shafter High School, GBLA - Greater Bakersfield League Assistance, Office of Assembly member Rudy Salas, Wonderful Company. The FRC provides all resources available to eliminate any barrier that may be hindering a student's learning.



**4 Schools**

- Elementary: 3
- Junior High School: 1
- 163 Classroom Teachers
- 4 School Psychologists
- 2 Nurses
- 4 Health aides
- 4 Speech Pathologists



**2,782 (ADA) Students**

- Low income: 2,256
- English learners: 1,096
- Foster youth: 15



**2019-20 LCFF Budget**

- Base Grant: \$21,471,971
- Supp. & Concent. Grant: \$7,852,470
- Educ. Protection Act: \$3,783,920
- Grade Span Adjust.: \$939,325

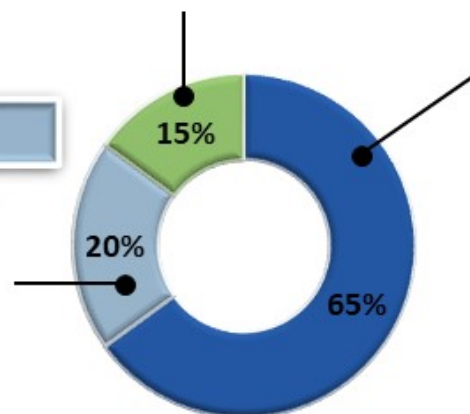


### Engagement

- ✓ 8 LCAP Update & Budget Development Stakeholder Mtgs.
- ✓ 4 LCAP Parent & Community Meetings
- ✓ 5 DELAC (District English Learners Advisory Council)

### Outcomes

- ✓ Lower class size ratio to 24:1



### Conditions of Learning

- ✓ Facility Improvements (\$217k)
- ✓ Hist. Soc. Science Adoption for elementary and middle school (\$443K)
- ✓ Technology in the classroom (\$244k)
- ✓ Library w/ aide at 4 sites
- ✓ Learning Center at 3 sites

# LCAP Highlights

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

Richland School District continues to take bold steps to move the educational system forward in its efforts to achieve significant academic improvement for all students. The focus areas were developed through Annual LCAP Update & Budget Development Stakeholder Meetings. The actions and services were adopted to confirm: (1) All students are successful in College and Career through the implementation of Common Core State Standards and 21st Century Skills. (2) Individualize the educational environment to ensure all students meet or exceed standards of achievement to fulfill 8th grade requirements. (3) Work with our community to create a culture of collaboration and a positive school climate to ensure student success.

Richland School District is most proud of providing integrated services that promote a positive school climate, a Multi-Tiered System of Support for academics and behavior, health support for students and increased partnerships with outside agencies.

All four school sites have a School Social Worker (SSW) who provides direct services to students. AmeriCorps staff assist by providing direct services in a small setting such as one-on-one or small group mentoring sessions.

Counseling services are available and provided by school psychologists, school social workers, junior high counselors, and by referral to collaborative partner agencies.

The district provides four health aides to support each school site.

Two nurses support all four schools to address the health needs for students identified with medical alerts, on a daily basis.

STAR team teachers identify socio-emotional, academic, or behavioral needs and refer students to services needed. Teachers' at all four school sites held monthly meetings to identify needs, increase supports and monitor progress for students.

The PBIS Committee collects and analyzes data, collaboratively discusses solutions for identified behaviors and decides on next steps for aligning behavioral expectations for students.

Student & Family Support Services Director, Parent Educator and Community Liaison increased services to meet the individualized needs of Foster Youth, Homeless and low income children and their families in order to reduce the barriers impacting student attendance and/or academics.

Library staff facilitate 15 minute lessons aligned to the Common Core Standards and the California Model School Library Standards that are written by a credentialed district librarian.

Intervention Teachers at all four school sites provide identified students with targeted skills instruction and remediation.

The district continues to maintain and upgrade technology district wide to support the integration of technology into all curricula.

The California History-Social Science (HSS) Project from the University of California, Davis provided professional learning on the HSS Framework using guiding questions for grades TK-8th. The district adopted and purchased History-Social Science instructional materials for the 2019-2020 school year.

The district established the Next Generation Science Standards (NGSS) Committee, provided professional learning on NGSS Frameworks and standards, modeled science lessons, mentored and supported teachers, including Special Education with lesson development and delivery.

The district purchased supplemental instructional materials including lab supplies for teachers and students.

In the area of mathematics, teachers received support on performance tasks (PT's) and performance-based assessments using the adopted math instructional materials.

Teachers and instructional leaders have continued to receive, for the fourth year, professional learning on Integrated and Designated English Language Development.

Teachers, instructional aides, and new and existing site administration received professional learning on how to effectively use the 95% Group instructional materials and assessment instruments to improve student literacy.

Transitional Kindergarten teachers had the opportunity to participate in two modules: Language & Literacy and Mathematics for professional growth.

In June 2019, grade level content instructional plan committees worked with a facilitator to revise/update the instructional plans with a focus on essential standards and checking for understanding formative assessments (CFAs).

The district researched Dual Language Immersion (DLI) Program, engaged and informed parents regarding interest in Dual Immersion Program. Ordered Spanish materials for board approved textbooks.

Hired staff for the 2019-2020 school year and continues to recruit and enroll students for DLI Program.

Provided professional learning and materials to increase awareness and understanding of DLI. Instructional leaders coordinated excursions that correlate with the instructional core program to expand student learning through active hands-on experiences, increase student knowledge and understanding of a subject and add realism to the topic of study.

An Induction Support Provider guides and supports new teachers in collecting evidence that leads them to completion of all requirements.

The district continues to support the 1:1 integration of technology in order for students to access, evaluate, use and manage information to create new content and process information at higher levels during the instructional day.

The Gifted and Talented Education Cluster Program is part of the regular school day and teachers utilize the core curriculum to differentiate the content, process, product and learning environment. The district has increased the number of opportunities for stakeholder engagement as part of the development of the Local Control Accountability Plan (LCAP).

The district purchased and implemented a new Student Information System (Illuminate) and made available the "Parent Portal," which provides parents personalized access to their child's information.

The district has increased the number of parent involvement opportunities for parents at the school and district level.

The district has continued to expanded partnerships to support teachers and classified staff by partnering with Kern County Supt. of Schools Office, Nazarene Point Loma University, Wasco Elementary and the Westside Collaborative.

The district continues to provide supplemental and concentration funds to all four school sites to improve outcomes for unduplicated pupils identified as "red" or "orange" on the California School Dashboard.

Class size reduction in grades TK-8th grade continues to be supported as well as the student to adult ratio (27:1); including PE classes at the elementary school sites.

Students in K-7th grade enrolled in summer school engaged in thematic STEM lessons using STEMscopes with a focus on writing like a scientist, where students made claims, used evidence (data, observations, measurements) and reasoning to support their claim.

Increased learning opportunities for EL Parents, teachers and administrators; EL parents and teachers attended either the local and/or state CAFE conference, had monthly DELAC meetings and received training on topics relevant to English Language Learners.

Monitored attendance for all four school sites and provided data to analyze the impact of actions written to improve student achievement and outcomes.

Established the multi-tiered systems of support to decrease chronic absenteeism and identified students most at risk in order to provide additional support to promote increased attendance.

Established opportunities for extended learning and support by adding instructional time through zero periods and after school academies.

Promoted participation of city and county wide events focused on literacy such as; Battle of the Books, Young Authors Fair and Oral Language.

## 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

The Richland School District is most proud of the progress made as reflected on the Fall 2018 California School Dashboard . In the area of English Language Arts for the “All” student group, students increased by 6.7 points maintaining a Performance Level (Yellow). The following groups demonstrated movement towards Standard Met:

Hispanic: +7.5 points

English Learners: +4.5 points

Socioeconomically Disadvantaged (SED): +7 points

Students with Disabilities: +7.8 points

The performance levels for “All” students increased by 6.3 points with a Performance Level (Yellow) in Mathematics. The following groups also demonstrated movement towards Standard Met:

Asian: +12.2 points

Hispanic: +6.7 points

English Learners: +7.4 points

Socioeconomically Disadvantaged: +7.1 points

Students with Disabilities: +9.4 points

CAASPP Data: English Language Arts

In the area of English Language Arts, 31.81% of Hispanic students scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 27.27% in 2016-2017 an increase of 4.54%.

In the area of English Language Arts, 10.38% of English Learners scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 8.51% in 2016-2017 an increase of 1.87%.

In the area of English Language Arts, 30.06% of Socioeconomically Disadvantaged students scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 26.17% in 2016-2017 an increase of 3.89%.

In the area of English Language Arts, 6.72% of Students with Disability scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 4.82% in 2016-2017 an increase of 1.9%.

In the area of English Language Arts (ELA) and History-Social Science (HSS) the district will build on prior success by narrowing the focus of the following instructional strategies: building academic vocabulary, pictorial input chart, sentence unpacking, text reconstruction, text structure, text cohesion, observational chart and closed reading. The focus of the professional learning and follow up support will increase teacher understanding of the correlation between ELD, ELA, and HSS common core standards and how to apply the strategies across academic content areas. ELD, ELA, and HSS experts will support teachers and administrators.

Teachers in grades TK-8th, will participate in initial professional learning on the adopted curriculum and learn how to integrate History into ELA.

New teachers, instructional aides, and site administration will receive professional learning on how to effectively use the 95% Group instructional materials and assessment instruments to improve student literacy and close the achievement gap. The 95% Group will expand to the Junior High as deemed appropriate for students needing literacy intervention support.

Library staff will continue to facilitate 15 minute lessons aligned to the Common Core Standards and the California Model School Library Standards. Students at the junior high, will continue to enjoy board games, a space for reading, use computers for research and homework, complete assignments, and find books for reading pleasure. The district will continue to allocate resources to augment language-rich school environments through the increase of books that reflect the diversity of the students we serve.

Intervention Teachers at all four school sites will continue to provide identified students with targeted skills instruction and remediation.

#### CAASPP Data: Mathematics

In the area of Mathematics, 24.01% of Hispanic students scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 22.61% in 2016-2017 an increase of 1.4%.

In the area of Mathematics, 9.64% of English Learners scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 11.44% in 2016-2017 this led to a decrease of -1.8%. However, the district decreased the percentage of EL students in the Standard NOT MET by 1.7% and increased the percentage of EL students in Standard NEARLY MET by 3.5% when combined led to an overall 7.1 points increase on the Dashboard.

In the area of Mathematics, 22.38% of Socioeconomically Disadvantaged scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 21.82% in 2016-2017 an increase of 0.56%.

In the area of Mathematics, 5.06% of Students with Disabilities scored at Level 3 or 4 (Standard MET/EXCEEDED) in 2017-2018 compared to 4.01% in 2016-2017 an increase of 1.05%.

The Richland School District will continue to build on the success made in the area of mathematics by increasing professional learning for TK-8th grade teachers. The focus of the professional learning will be to prepare teachers to select appropriate mathematical tasks, facilitate productive student

questioning, and collect and use student evidence using district adopted instructional materials. Follow-up support will be provided in the 2019-2020 school year by Data and Assessment Math experts throughout the school year.

The district will continue to improve and increase the supports provided to teachers and administrators to effectively implement state academic standards, state approved Frameworks and delivery of first good instruction using core instructional materials as expected by the California Department of Education.

## Priority 2 Survey

In the 2018-2019 academic school year, compared to previous years, staff reported on the LCAP Reflection Tool: Priority 2 - Implementation of State Academic Standards and/or Frameworks, the following results based on a rating scale of lowest to highest:

Phase 1-Exploration and Research; Phase 2-Beginning Development; Phase 3-Initial Implementation; Phase 4-Full Implementation; Phase 5-Full Implementation and Sustainability

\*As a result of the supports staff received in the area of professional learning in the implementation of the Next Generation Science Standards(NGSS)/Framework an increase from Beginning Development to Initial Implementation;

\*As a result of the supports staff received in the area of professional learning in the implementation of the English Language Development (ELD) Standards/Framework, the rating maintained at Initial Implementation;

\*As a result of the supports staff received in the area of professional learning in the implementation of the Mathematics Standards/Framework, the rating was maintained at Full Implementation;

\*As a result of the supports staff received in the area of professional learning in the implementation of the History-Social Science Standards (HSS)/Framework, the rating was maintained at Beginning Development;

\*Staff reported the rating was maintained for making instructional materials available in classrooms where the subject is taught:

- English Language Arts (ELA) Standards at Full Implementation
- ELD Standards at Initial Implementation
- Mathematics at Full Implementation
- NGSS at Beginning Development
- History-Social Science Standards at Beginning Development

\*Staff reported on the progress with policies/procedures to support staff with instructional delivery of Academic Standards/Frameworks

- NGSS progress with policies/procedures to support staff increased from Beginning Development to Initial Implementation
- ELA progress with policies/procedures to support staff maintained at Initial Implementation
- ELD progress with policies/procedures to support staff maintained at Initial Implementation
- Mathematics progress with policies/procedures to support staff maintained at Initial Implementation

- HSS progress with policies/procedures to support staff maintained at Beginning Development

\*Staff reported on the progress in implementing State Board adopted academic standards for all students:

- Career/Technical Education maintained at Beginning Development
- Health Education maintained at Beginning Development
- Physical Education increased from Beginning Development to Initial Implementation in 2017-2018 and maintained in 2018-2019.
- Visual and Performing Arts maintained at Beginning Development
- World Languages increased from Exploration and Research to Beginning Development.

\*Staff reported on the success at engaging teachers and school administrators in the following activities:

- Identifying the professional learning needs of groups of teachers or staff as a whole increased from Beginning Development to Initial Implementation from 2017-2018 to 2018-2019
- Identifying the professional learning needs of individual teachers increased from Beginning Development to Initial Implementation from 2017-2018 to 2018-2019
- Support provided to teachers on the standards not yet mastered was maintained at Beginning Development from 2017-2018 to 2018-2019

The district will continue to support teachers with quality professional learning that is rooted in the seven interdependent standards from the Quality Professional Learning Standards (QPLS):

\*Rooted in student and educator needs demonstrated through data

\*Focused on content and pedagogy

\*Designed to ensure equitable outcomes

\*Designed and structured to be ongoing, intensive, and embedded in practice

\*Collaborative with an emphasis on shared accountability

\*Supported by adequate resources

\*Coherent and aligned with other standards, policies, and programs

The Suspension rate for the “All” student group is 2.5% which was maintained by -0.2% in the Performance Level (Yellow). The suspension rates decreased for five student groups for the district and one student group (Asian) maintained their status.

The following student groups also demonstrated a decrease in the suspension rate:

Hispanic: -0.2%

English Learners: -0.5%

Foster Youth: -2.1%

Socioeconomically Disadvantaged: -0.2%

Students with Disabilities: -2.0%

The Induction Support Provider will continue to guide and support new teachers in collecting evidence that leads them to completion of all induction requirements.

In June 2019, grade level content instructional plan committees worked with a facilitator to revise/update the instructional plans with a focus on essential standards and checking for understanding common formative assessments (CFAs). Teachers in the instructional plan committees will lead the rollout of the instructional plans as professional learning communities to support their colleagues on the changes made to the instructional plans.

Continue the implementation of a consistent Cycle of Inquiry model at all school sites. The district will send teams of teachers and administrators to attend the Professional Learning Communities Institute to improve on current practices.

The district will continue to provide supplemental and concentration funds to all four school sites to improve outcomes for unduplicated pupils. School sites will use the supplemental and concentration allocation to increase/improve services for unduplicated pupils to move subgroups identified as “red” and “orange” on the California School Dashboard toward standard met for each individual school.

The district will continue to support, align, and monitor the Gifted and Talented Education Cluster Program. GATE teachers will receive professional learning and follow-up support to increase their capacity on how to differentiate the content, process, product and learning environment. Supplemental materials will be purchased to increase the levels of abstraction, complexity and depth of core instruction. The pace of learning will be altered to accommodate students’ needs.

Teachers will continue to consistently use district instructional materials to provide Designated and Integrated ELD instruction for 30-45 minutes daily to all EL students. Instructional materials will support intellectual engagement and language development across the content areas.

The Richland School District is proud of the feedback students are providing through the California Healthy Kids Survey (local indicator). Administration will use the survey results to continue to improve the school climate and increase student connectedness to their school site. Additionally, the district is proud to have maintained the expulsion rate of zero for the past three years.

In the California Healthy Kids Survey students in the district reported having an increased sense of connectedness:

71% of the students felt connected to school in 2019 compared to 64% in 2018. This is an increase of 7% and 9 percentage points below the state average.

In 2019, 74% of students perceived having a sense of safety compared to 67% in 2018. This is an increase of 7 percentage points, only 6 percent below the state average.

In 2019, 86% of students perceived that staff had high expectations of them compared to 78% in 2018. This is an increase of 8 percentage points, meeting the state average.

In 2019, 46% of students reported teachers and other adults included them in meaningful participation in decision making compared to 42% in 2018. This is an increase of 4 percentage points and above the state average by 1%.

In 2019, 72% of students reported they perceived that violence perpetration was low compared to 66% in 2018. This is an increase of 6 percentage points and at the state average.

In 2019, 55% of students reported low violence victimization in their school compared to 49% in 2018. This is an increase of 6 points and above the state average.

In 2019, 77% of students reported the school site provided social emotional learning supports compared to 69% in 2018. This is an increase of 8 percentage points and above the state average.

In 2019, 77% of students reported an improved anti-bullying climate compared to 69% in 2018. This is an increase of 8 percentage points and at the state average.

In 2019, 82% of students reported a parent or other grown-up was involved in their schooling compared to 80% in 2018. This is an increase of 2 percentage points and above the state average.

According to the Fall 2018 California Dashboard, the chronic absenteeism rate for the "All" student group is 10.5% which is maintained at -0.4%. The following student groups also demonstrated a decrease in the chronic absenteeism rate:

Hispanic:-0.3%

White: -1.3%

Foster Youth: 0.0%

Socioeconomically Disadvantaged: -0.7%

Through the LCAP process the district will continue to maintain/increase the direct services for students via school social workers, psychologists, counselors, small class sizes, and Positive Behavior, Interventions and Supports (PBIS). Our schools and district will be a place where students of diverse cultural backgrounds who come from families with rich social and linguistic experiences will feel safe and welcomed. Schools will continue to increase student attendance, student recognition, school events and parent involvement.

School Social Workers will continue to identify, address and assist students to overcome barriers while working with parents as partners. Students who receive services throughout the year will attend an end of the year field trip with the SSW. Parents will be invited to attend with their child.

AmeriCorps staff will work directly with the Student Services Director to provide direct services in a small setting such as one-on-one or small group mentoring sessions at the school site, connecting with students who are most at risk of being identified for chronic absenteeism based on prior and current history.

Counseling services will continue and be provided by school psychologists, school social workers, junior high counselors, and by referral to collaborative partner agencies in efforts to continue with the progress of reducing suspensions and chronic absenteeism.

The district nurses and health aides will continue to support all four schools to address the health needs of students identified with medical alerts.

School sites have established their PBIS committees and will continue to build a positive school culture by recognizing positive student behavior. Resources will be allocated to purchase student incentives and promote school pride. Furthermore, staff will be trained on Restorative Practices to continue to improve how student behavior is addressed.

Student & Family Support Services Director, Parent Educator and Community Liaison will continue to provide direct services for Foster Youth, Homeless and low income children and their families through the referral process. The number of opportunities for parents to attend workshops will increase based on the parent surveys results; parents asked for the district to continue to provide workshops that teach parents how to increase their involvement in their child's education.

The district will continue to monitor student attendance for all four school sites and analyze data to evaluate the effectiveness of the actions designed to improve student achievement and outcomes. Align and improve the multi-tiered systems of support to decrease chronic absenteeism and continue to identify students most at risk to connect them to the needed resources and interventions.

The district continues to maintain and upgrade technology districtwide to support the integration of technology into all curricula. The district will replace outdated classroom computers and replace/purchase Smart Boards for classrooms.

The district will continue to provide student field trips that correlate with the instructional core program to expand student learning through active hands-on experiences, increase student knowledge and understanding of a subject and add realism to the topic of study.

Continue to provide increased access to zero periods so that students can enroll in electives. Students most at risk will continue to have an opportunity to receive tutoring during the after school academies and summer school.

Increased efforts will be made to promote student participation at city and county wide events focused on literacy such as; Battle of the Books, Young Authors Fair and Oral Language.

As funding allows, class size reduction in grades TK-8th grade will continue to be supported.

Continue to increase learning opportunities and participation of EL Parents to local and/or state CAFE conference, participate in monthly ELAC and DELAC meetings and receive training on topics relevant to English Language Learners. The district will build on the success of parent participation in RFEP celebrations, recognition events, and promote PIQE (Parent Institute for Quality Education) at the district level. In addition, a monitoring system (Ellevation) will be provided along with a Trainer of Trainers model to support parents, teachers, and site administration on the reclassification process

GREATEST PROGRESS FALL 2018										
Subject	ALL	ASIAN	HISP	WHT	EL's	FY	HL	SED	SWD	AA
<u>ELA</u>	+6.7	-23.4	+7.5	-1	+4.5	*	*	+7	+7.8	*
<u>MATH</u>	+6.3	+12.2	+6.7	-4.5	+7.4	*	*	+7.1	+9.4	*
<u>SUSP</u>	-0.2%	0.0%	-0.2%	+0.3%	-0.5%	-2.1%	+1.4%	-0.2%	-2.0%	0%
<u>Chronic Absenteeism</u>	-0.4%	+1.6%	-0.3%	-1.3%	+0.5%	0.0%	+4.4%	-0.7%	+0.3%	+1.7%

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

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (Orange):

English Language Arts:

White: -1 point

Students with Disabilities: +7.8 points

Asian: -23.4 points (This does not place the student subgroup in the ORANGE or RED Performance Level but the district identified this as a local need)

California Alternate Assessment (CAA):

15 students in the Richland School District were administered the California Alternate Assessment in English Language Arts in 2017-2018 and identified with the most significant cognitive disabilities.

80% of students scored at level 1- Alternate which indicates students demonstrated limited understanding of core concepts in English language arts/literacy grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

20% of students scored at Level 2-Alternate which indicates students demonstrated foundational understanding of core concepts in English language arts/literacy. Students at level two are working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.

0% of students scored at Level 3-Alternate which indicates students demonstrated understanding of core concepts in English language arts/literacy. Students at level three are actively working with adapted grade level that focuses on essential knowledge and skills and may need occasional prompts and assistance to complete task and activities.

#### CAASPP Data-English Language Arts:

In the area of ELA, 93.28% of Students With Disabilities scored at Level 1 (Standard NOT MET) or Level 2 (Standard NEARLY MET) in 2017-2018 compared to 95.18% in 2016-2017.

In the area of English Language Arts (ELA) and History-Social Science (HSS) the district will build on prior success by narrowing the focus of the following instructional strategies: building academic vocabulary, pictorial input chart, sentence unpacking, text reconstruction, text structure, text cohesion, observational chart and closed reading. The focus of the professional learning and follow up support will increase teacher understanding of the correlation between ELD, ELA, and HSS common core standards and how to apply the strategies across academic content areas. ELD, ELA, and HSS experts will support teachers and administrators.

Teachers in grades TK-8th, will participate in initial professional learning on the adopted curriculum and learn how to integrate History into ELA. New teachers, instructional aides, and site administration will receive professional learning on how to effectively use the 95% Group instructional materials and assessment instruments to improve student literacy and close the achievement gap. The 95% Group will expand to the Junior High as deemed appropriate for students needing literacy intervention support.

Library staff will continue to facilitate 15 minute lessons aligned to the Common Core Standards and the California Model School Library Standards. Students at the junior high, will continue to enjoy board games, a space for reading, use computers for research and homework, complete assignments, and find books for reading pleasure. The district will continue to allocate resources to augment language-rich school environments through the increase of books that reflect the diversity of the students we serve.

Intervention Teachers at all four school sites will continue to provide identified students with targeted skills instruction and remediation.

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (Orange):

#### Mathematics

White: -4.5 points

Students with Disabilities: +9.4 points

#### California Alternate Assessment (CAA):

15 students in the Richland School District were administered the California Alternate Assessment in mathematics in 2017-2018 and identified with the most significant cognitive disabilities.

60% of students scored at level 1- Alternate which indicates students demonstrated limited understanding of core concepts in mathematics grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

40% of students scored at Level 2-Alternate which indicates students demonstrated foundational understanding of core concepts in mathematics. Students at level two are working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.

0% of students scored at Level 3-Alternate which indicates students demonstrated understanding of core concepts in mathematics. Students at level three are actively working with adapted grade level that focuses on essential knowledge and skills and may need occasional prompts and assistance to complete task and activities.

#### CAASPP Data-Mathematics:

In the area of MATH, 94.93% of Students With Disabilities scored at Level 1 (Standard NOT MET) or Level 2 (Standard NEARLY MET) in 2017-2018 compared to 95.99% in 2016-2017.

The Richland School District will continue to address the academic needs in the area of mathematics by increasing professional learning for TK-8th grade teachers. The focus of the professional learning is to prepare teachers to select appropriate mathematical tasks, facilitate productive student questioning, and collect and use student evidence using district adopted instructional materials. Follow-up support will be provided in the 2019-2020 school year by Data and Assessment Math experts throughout the school year. In order to address the identified needs for Students with Disabilities the district will support teachers through co-teaching, professional development in UDL (Universal Design for Learning), collaboration time prior to the start of the new school year, collaboration time on a quarterly basis throughout the year, professional development for instructional support staff on early literacy (95% Group), inclusion model and training for general education teachers.

The district will continue to improve and increase the supports provided to teachers and administrators to effectively implement state academic standards, state approved Frameworks and delivery of first good instruction using core instructional materials as expected by the California Department of Education.

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (ORANGE):

#### Chronic Absenteeism

All: -0.4%

Hispanic: -0.3%

English Learners: +0.5%

Students With Disabilities: +0.3%

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (RED):

#### Chronic Absenteeism:

Homeless: +4.4%

#### Richland School District Homeless student counts by site:

Golden Oak: 28

Redwood: 7

Sequoia: 1  
RJH: 0

Migrant Education student counts by site (also considered homeless):

Golden Oak: 47  
Redwood: 12  
Sequoia: 37  
RJH: 38

To address the high number of incidents of chronic absenteeism in the Homeless group, the Richland School District will review the Student Information System for accuracy of attendance reporting. In addition, a Check In, Check Out (CICO) staff member will call home to express concern and to identify family barriers and offer solutions. CICO staff will conduct home visits if teachers cannot reach families to offer student supports. Supports will increase as indicated in the Student Attendance Review Team (SART) to Student Attendance Review Board (SARB) with Interventions Flowchart.

Student & Family Support Services Director, Parent Educator and Community Liaison will continue to provide direct services for Foster Youth, Homeless and low income children and their families through the referral process. The number of opportunities for parents to attend workshops will increase based on the parent surveys results; parents asked for the district to continue to provide workshops that teach parents how to increase their involvement in their child's education.

The district will continue to monitor student attendance for all four school sites and analyze data to evaluate the effectiveness of the actions designed to improve student achievement and outcomes. Align and improve the multi-tiered systems of support to decrease chronic absenteeism and continue to identify students most at risk to connect them to the needed resources and interventions.

AmeriCorps staff will work directly with the Student Services Director to provide direct services in a small setting such as one-on-one or small group mentoring sessions at the school site, connecting with students who are most at risk of being identified for chronic absenteeism based on prior and current history.

The following student group(s) also demonstrated an increase in the suspension rate based on the Fall 2018 California School Dashboard, 5 white students out of 165 were suspended at least once. While the Richland School District does not have an overall Low Performance for suspension, the district did identify groups in the ORANGE Level of Performance.

Suspension:  
White: +0.3%

Student counts by site:  
Sequoia: 2 suspended  
Redwood: 1 suspended  
RJH: 2 suspended  
Golden Oak: 0 suspended

The suspension rate for the Richland School District is 2.5% in the "Medium Status" which is a decrease of 0.2% percentage points from 2016-2017 to 2017-2018 as reported in the Fall 2018 California Dashboard. For the 2017-2018 school year the following were the most serious offenses for "All" students: violent incident (no injury), defiance only and illicit drug related.

School sites have established their PBIS committees and will continue to build a positive school culture by recognizing positive student behavior. Resources will be allocated to purchase student incentives and promote school pride. Furthermore, staff will be trained on Restorative Practices to continue to improve how student behavior is addressed.

Counseling services will continue and be provided by school psychologists, school social workers, junior high counselors, and by referral to collaborative partner agencies in efforts to continue with the progress of reducing suspensions and chronic absenteeism.

School Social Workers will continue to identify, address and assist students to overcome barriers while working with parents as partners. Students who receive services throughout the year will attend an end of the year field trip with the SSW. Parents will be invited to attend with their child.

In 2018-2019 Golden Oak Elementary was identified for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities.

\*2017 All red for suspension, English language arts, and math

\*2018 red for suspension, English language arts and orange for chronic absenteeism and math

\*Red for two years in suspension and ELA

\*Orange and red in math for two years

\*Chronic absenteeism orange first year

The district will work collaboratively with the Kern County Superintendent of Schools to design a plan to address and improve student outcomes to adhere to the required elements of the Every Student Succeeds Act (ESSA) and California Education Code 64001.

The district will continue to monitor student attendance for all four school sites. Analyze data to evaluate the effectiveness of the actions designed to improve student achievement and outcomes. Align and improve the multi-tiered systems of support to decrease chronic absenteeism and continue to identify students most at risk to connect them to the needed resources and interventions. The district will support sites with a high number of homeless students who are in the RED performance level for chronic absenteeism by addressing their specific needs through additional supports through the Homeless Liaison.

Training will be provided to school office personnel, teachers and administrators regarding correct identification of homeless students under the definition of McKinney-Vento, review of student questionnaire and next steps to serve homeless students, review of manual on McKinney-Vento (including benefits and transportation), conduct quarterly review of students identified as homeless by school site. Lastly, the district's homeless liaison will provide professional development on the student information system on the appropriate data entry practices for students. Updates on changes to state laws and regulations will be communicated to all district staff as needed throughout the year.

According to the PIR (Performance Indicator Review):

The Richland School District is no longer identified in the area of Least Restrictive Environment (LRE) for students ages 6-22. The district is currently meeting the state target for the percentage of time students with special needs are in the general education environment. Through the PIR process the district identified 2 areas of need: Preschool LRE and state achievement scores (Mathematics & ELA)

Narrowing the primary root causes to barriers for students in the Special Education Preschool program for LRE and state achievement scores as follows:

- \*The district currently has no preschool program for all other students to meet the LRE state expectations for Special Education Preschoolers
- \*The Head Start centers in Shafter are currently not meeting the demand for Preschool services in the community.
- \*Provide professional learning that increases teachers' and aide expertise on how to support students to access core instructional materials
- \*Special Education Students need increased practice with SBAC practice test
- \*Students need to test within short testing blocks to prevent fatigue and increase the testing window days
- \*Need for Special Education students to participate in after school tutoring
- \*Curriculum
- \*Familiarity with State Testing Supports and designation for students

The Richland School District will be contracting with WestEd to provide professional learning for all teachers, district and site administrators, and instructional support staff to develop an understanding of Universal Design for Learning (UDL) as the instructional framework to design instruction that is accessible for the broadest possible range of learners in our classrooms to address the needs of all students. Participants will connect UDL to other district and site initiatives; understand the principles and strategies of UDL; implement UDL practices in the classroom; explore tools and resources that teachers can use in their classroom immediately; set personal goals to make one meaningful change to instruction.

#### Physical Fitness Test Data

45.5 % of all students in 7th grade are in the "Needs Improvement-Health Risk" according to the Physical Fitness Test administered in 2017-2018.

The district will continue to promote healthy practices by continuing to support Physical Education Teachers with the necessary equipment to decrease the Health Risks of students.

In addition the district will build on the efforts of the Food Services Director to increase the amount and variety of fresh fruits at breakfast and lunch. In addition continue with decreasing the amount of processed sugar served at breakfast and the elimination of artificial food dyes and coloring from menu items. The food services department will increase the fresh fruit and vegetable servings on the after school snack and supper menu and conduct studies and surveys to include student choice as part of the food selections served.

The district will take the needed steps to address the areas of which student groups occupy the highest and lowest achievement categories that align to stakeholder input:

- \*PBIS districtwide
- \*Programs for exceptional children including GATE and Students with Disabilities
- \*Dual Language Immersion at Golden Oak
- \*Universal Design for Learning 5 year plan
- \*Health events to support students basic needs
- \*Literacy intervention programs and supports
- \*Supports to meet the unique needs of homeless students

The district will continue to review policies, classroom environment, family/community needs and determine what's working and not working, oversight of actions/services, alignment of programs, student impact, and equity. In addition, the district will prevent duplication/overlap of services and

secure staffing based on school site and program needs for unduplicated pupils. Decisions of support/personnel will be evaluated through the equity lens designed to raise the achievement level of all students by eliminating racial predictability and disproportional performance gaps between student group achievement levels.

GREATEST NEEDS (ORANGE & RED) FALL 2018										
Subject	ALL	ASIAN	HISP	WHT	EL's	FY	HL	SED	SWD	AA
<u>ELA</u>	+6.7	-23.4	+7.5	-1	+4.5	*	*	+7	+7.8	*
<u>MATH</u>	+6.3	+12.2	+6.7	-4.5	+7.4	*	*	+7.1	+9.4	*
<u>SUSP</u>	-0.2%	0.0%	-0.2%	+0.3%	-0.5%	-2.1%	+1.4%	-0.2%	-2.0%	0%
<u>Chronic Absenteeism</u>	-0.4%	+1.6%	-0.3%	-1.3%	+0.5%	0.0%	+4.4%	-0.7%	+0.3%	+1.7%

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

In English Language Arts, the “All” student group is in the YELLOW performance level and according to the Fall 2018 California School Dashboard there are no other student groups two levels below the “All” student subgroup.

In Mathematics, the “All” student group is in the YELLOW performance level and there are no other student groups two levels below the “All” student subgroup.

In Suspension, the “All” student group is in the YELLOW performance level and there are no other student groups two levels below the “All” student subgroup.

In Chronic Absenteeism, the “All” student group is in the ORANGE performance level and there are no other student groups two levels below the “All” student subgroup.

## 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.

No schools are identified for Comprehensive Support and Improvement (CSI) in the Richland School District for 2018-2019 school year.

## 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.

N/A

## 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.

N/A

# 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

Goal 1: All students are successful in College and Career through the implementation of Common Core State Standards and 21st Century 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)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Priority 1(a): Teachers appropriately assigned and fully credentialed for assignment</p> <p><b>18-19</b></p> <p>RSD will continue to maintain or increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC. No teachers will be misassigned.</p> <p><b>Baseline</b></p> <p>94% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC. No teachers were misassigned.</p>	<p>Priority 1(a): RSD maintained the number of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching at a 97% rate as determined by State Reported SARC. No teachers were misassigned.</p>

## Expected

### **Metric/Indicator**

Priority 1(b):

Pupil access to standards-aligned materials

### **18-19**

100% of pupils will continue to have access to standards-aligned materials per State Reported SARC.

### **Baseline**

100% of pupils have access to standards-aligned materials per State Reported SARC.

### **Metric/Indicator**

Priority 1(c):

School facilities maintained in good repair

### **18-19**

Maintain two school sites to have an overall rating of “exemplary” and maintain/improve two school sites to have an overall rating of “good repair “ as indicated on the State Reported SARC.

### **Baseline**

In the Richland School District: three school sites have an overall rating of “exemplary” and one school site has an overall rating of “good repair “ as indicated on the State Reported SARC.

### **Metric/Indicator**

Priority 2(a):

Implementation of CA academic and performance standards

### **18-19**

Classrooms in the Richland School District will continue to have “Met” the CA academic and performance standards as determined by the Reflection Tool Survey.

### **Baseline**

Classrooms in the Richland School District are in the initial implementation of CA academic and performance standards as determined by the Reflection Tool Survey.

## Actual

Priority 1(b):

100% of pupils have access to standards-aligned materials per State Reported SARC.

Priority 1(c):

RSD maintained two school sites with an overall rating of “exemplary” and improved two school sites from “good repair” to have an overall rating of “exemplary” as indicated on the State Reported SARC.

Priority 2(a):

Classrooms in the Richland School District “Met” the California academic and performance standards as determined by the Reflection Tool Survey.

## Expected

### **Metric/Indicator**

Priority 2(b):

How programs/services enable ELs to access CCSS and ELD standards

### **18-19**

Programs and services in the Richland School District will continue to have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.

### **Baseline**

Programs and services in the Richland School District enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.

### **Metric/Indicator**

Priority 4(a):

Statewide assessments

### **18-19**

Students in grades 3rd-8th in the “All” category will make an overall increase of 3 points to move towards level three (DF3) in ELA as indicated on the California Dashboard.

Students in grades 3rd-8th in the “All” category will make an overall increase of 7 points to move towards level three (DF3) in Mathematics as indicated on the California Dashboard.

RSD will establish a baseline year for the percent of 5th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

RSD will establish a baseline year for the percent of 8th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

### **Baseline**

Students in grades 3rd-8th grade made an overall increase on the status and level change by 14.9 points towards level 3 in ELA as indicated on the California Dashboard.

## Actual

Priority 2(b):

Programs and services in the Richland School District have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.

Priority 4(a):

The "All" student group in grades 3rd-8th scored 46.8 points below standard (previously reported as DF3) with an increase of 6.7 points indicating how well students are meeting grade level standards on the English Language Arts Assessment as indicated on the California School Dashboard.

The "All" student group in grades 3rd-8th scored 72 points below standard (previously reported as DF3) with an increase of 6.3 points indicating how well students are meeting grade level standards on the Mathematics Assessment as indicated on the California School Dashboard.

The California Science Test (CAST) was field tested during spring of 2018 for students in 5th & 8th grade. No assessment data is available for 2017-2018.

CAST operational test: Scale scores and achievement levels will be provided on the CAASPP Student Score Report in fall 2019, after standard setting in summer 2019. The CAA for Science is being field tested in 2018-2019 and preliminary indicators will be available in fall 2019.

## Expected

Students in grades 3rd-8th grade made an overall increase on the status and level change by 1.6 points towards level 3 in Math as indicated on the California Dashboard.

24% of students in 5th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test results.

40% of students in 8th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test baseline results.

### **Metric/Indicator**

Priority 4(b):  
Academic Performance Index

### **18-19**

Not Applicable

### **Baseline**

Not Applicable

### **Metric/Indicator**

Priority 4(c):  
Pupils completing a-g or CTE sequences/programs

### **18-19**

Not Applicable

### **Baseline**

Not Applicable

### **Metric/Indicator**

Priority 4(d):  
EL pupils making progress toward English proficiency

### **18-19**

73.5% of EL students will continue to make progress towards English proficiency as indicated on the California Dashboard.

### **Baseline**

63.1% of RSD EL students made progress toward English proficiency as reported by the Spring 2017 California Model 5x5 Placement Reports and Data.

### **Metric/Indicator**

## Actual

Priority 4(b):  
Not Applicable.

Priority 4(c):  
Not Applicable.

Priority 4(d):  
The RSD English Learner Progress is as follows for English Learners: 31.3% Level 4 Well Developed category, 34.6% in Level 3 Moderately Developed, 21.3% Level 2 Somewhat Developed and 12.7% Level 1 Beginning Stage as reported in the English Language Proficiency Assessments for California Results.

Priority 4(e):

## Expected

Priority 4(e):  
English Learner reclassification rate

### 18-19

16% of identified English Learners will continue to meet the criteria for reclassification as determined by DataQuest.

### Baseline

11.4% of RSD identified English Learners met the criteria for reclassification as determined by DataQuest.

### Metric/Indicator

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

### 18-19

Not Applicable

### Baseline

Not Applicable

### Metric/Indicator

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

### 18-19

Not Applicable

### Baseline

Not Applicable

### Metric/Indicator

Priority 7(a):  
Extent to which pupils have access to and are enrolled in a broad course of study (EC51210/51220)

### 18-19

100% of pupils will continue to have access to instructional courses and to all of the subject areas as described in Section 51210 and Section 51220(a)

## Actual

9.9% of RSD identified English Learners met the criteria for reclassification which is a decrease of 6.8 percentage points as determined by DataQuest.

3-Year Historical RFEP Count by School/District						
School Site	2016-2017 English Learners	2016-2017 Students Redesignated FEP	2017-2018 English Learners	2017-2018 Students Redesignated FEP	2018-2019 English Learners	2018-2019 Students Redesignated FEP
Golden Oak	483	98 (17.7%)	358	76 (15.7%)	295	24 (6.7%)
Redwood	476	41 (8.2%)	413	46 (9.7%)	353	42 (10.2%)
Richland JH	234	25 (11.5%)	197	71 (30.3%)	223	35 (17.8%)
Sequoia	352	20 (5.7%)	296	65 (18.5%)	225	19 (6.4%)
District	1,545	184 (11.4%)	1,450	258 (16.7%)	1,254	144 (9.9%)

Priority 4(f):  
Not Applicable.

Priority 4(g):  
Not Applicable.

Priority 7(a):  
100% of pupils have access to instructional courses and to all of the subject areas as described in Section 51210 and Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.

## Expected

to (i), as applicable, and as determined by classroom rosters and student class schedules.

### Baseline

100% of pupils have access to instructional courses and to all of the subject areas as described in Section 51210 and Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.

### Metric/Indicator

Priority 7(b):

Extent to which pupils have access to and are enrolled in programs/services for unduplicated services

### 18-19

100% of unduplicated students will continue to have access to programs and services as determined by classroom rosters and student class schedules.

### Baseline

100% of unduplicated students have access to programs and services as determined by classroom rosters and student class schedules.

### Metric/Indicator

Priority 7(c):

Extent to which pupils have access to and are enrolled in program/services for pupils with exceptional needs

### 18-19

100% of exceptional needs pupils will continue to have access to programs and services as determined by IEP's.

### Baseline

100% of exceptional needs pupils have access to programs and services as determined by IEP's.

## Actual

Priority 7(b):

100% of unduplicated students have access to programs and services as determined by classroom rosters and student class schedules.

Priority 7(c):

100% of exceptional needs pupils will have access to programs and services as determined by IEP's.

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>1.1 Continue to provide one Director to coordinate high quality professional learning and collaborative opportunities for administrators and teachers (including Special Day Class teachers) anchored to the Common Core State Standards and State Frameworks to help All students achieve their highest potential for social-economically disadvantaged students, students with disabilities, English Learners, Foster Youth and Homeless by providing equitable access to all areas of the curricula: English Language Arts Mathematics History-Social Science Next Generation Science Standards Physical Education Visual and Performing Arts Writing All training will include follow-up support and assistance for classroom teachers and support staff in the application of the district's adopted program and instructional initiatives. Lessons will be modeled for teachers to make certain that all teachers have been trained to an advanced level of lesson delivery and are using the instructional materials as designed. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.</p>	<p>Professional Learning Provided to teachers in TK-8th Grades: August 6, 2018 Data &amp; Assessment Illuminate (TK-8th) August 7, 2018 Next Generation Science Standards Framework (TK-8th) August 8, 2018 Integrated &amp; Designated ELD: Strategies to Make Content Accessible (TK-8th) August 9, 2018 History-Social Science Framework (K-8th) August 10, 2018 Using Performance Tasks Effectively in the Mathematics Classroom (K-8th) August 10, 2018 Big Ideas Math Instructional Strategies for Differentiation &amp; Integrated ELD (7th &amp; 8th) August 10, 2018 Transitional Kindergarten Modules: Language, Literacy &amp; Mathematics August 10, 2018 New Teacher Orientation August 23, 2018 Effectively identify and address skill deficits and significantly improve student reading using 95% instructional materials for intervention (K-6th) November 28, 2018 Interim Assessment Blocks (IABs) Mathematics Performance Task (3rd-8th) December 1, 2018 Number Talks (Math) Professional Learning (TK-3rd) December 3, 2018 Interim Assessment Blocks (IABs) English Language Arts December 5-6, 2018 Effectively identify and address skill deficits</p>	<p>PROF DEVELOPMENT SUBS Certificated Personnel Salaries Supplemental and Concentration \$60,480</p> <p>PROF DEVELOPMENT SUBS Certificated Benefits Supplemental and Concentration \$11,752</p> <p>DIR OF CURRICULUM Certificated Personnel Salaries Supplemental and Concentration \$61,421</p> <p>DIR OF CURRICULUM Certificated Benefits Supplemental and Concentration \$24,186</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$95,000</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Benefits Supplemental and Concentration \$18,459</p> <p>NGSS OR HIST SOC SCIENCE K-8 Books And Supplies Base \$580,000</p> <p>ILLUMINATE Services And Other Operating Expenditures Title I-A \$21,000</p> <p>CONSULTANT/PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$125,000</p>	<p>PROF DEVELOPMENT SUBS Certificated Personnel Salaries Supplemental and Concentration \$39,437</p> <p>PROF DEVELOPMENT SUBS Certificated Benefits Supplemental and Concentration \$4,771.11</p> <p>DIR OF CURRICULUM Certificated Personnel Salaries Supplemental and Concentration \$61,438</p> <p>DIR OF CURRICULUM Certificated Benefits Supplemental and Concentration \$20,675</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$95,000</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Benefits Supplemental and Concentration \$18,459</p> <p>NGSS OR HIST SOC SCIENCE K-8 Books And Supplies Base \$458,809</p> <p>ILLUMINATE Services And Other Operating Expenditures Title I-A \$3,400</p> <p>CONSULTANT/PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$120,870</p>
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<p>Use state and local data to verify student groups are receiving: Appropriate high-quality instruction that addresses unduplicated pupils needs Maximally advances students skills and knowledge Up-to-date and relevant resources Provide settings that are physically and psychologically safe, respectful, and intellectually stimulating Identify priorities for professional learning Monitor and report on progress made for all students groups Provide teacher support on the use of Smarter Balanced Digital Library on the four attributes of formative assessment: Clarify Intended Learning, Illicit Evidence, Interpret Evidence, and Act on Evidence.</p> <p>Expenses include: personnel, professional development, assessment system, travel, conferences, extra-time/substitutes, materials/supplies, consultants, refreshments</p>	<p>and significantly improve student reading using 95% instructional materials for intervention (K-6th) December 8, 2018 Number Talks (Math) Professional Learning (4-6th) June 3-4, 2019 DNA Mathematics: Understand Mathematics in Ways that Enhance Instruction (TK-8th) June 5-6, 2019 History-Social Science Integration into ELA &amp; Designated &amp; Integrated ELD (TK-8th)</p> <p>95% Group On Site Coaching Visits for Elementary Schools: Golden Oak Elementary: September 20, 2018 October 30, 2018 January 17, 2019 February 19, 2019 March 21, 2019 May 21, 2019 Redwood Elementary: October 31, 2018 November 1, 2018 February 20, 2019 February 21, 2019 May 22, 2019 May 23, 2019 Sequoia Elementary September 18, 2019 September 19, 2019 September 21, 2019 January 15, 2019 January 16, 2019 January 18, 2019 March 19, 2019 March 20, 2019 March 22, 2019</p>	<p>ADOPTION COMMITTEE SUPPLIES Books And Supplies Supplemental and Concentration \$150,000</p> <p>TRAVEL/CONF/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$35,000</p> <p>ACADEMIC SUPPORT - EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$313,250</p> <p>ACADEMIC SUPPORT - EXTRA TIME Certificated Benefits Supplemental and Concentration \$131,823</p>	<p>ADOPTION COMMITTEE SUPPLIES Books And Supplies Supplemental and Concentration \$71,694</p> <p>TRAVEL/CONF/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$42,481</p> <p>ACADEMIC SUPPORT - EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$186,077</p> <p>ACADEMIC SUPPORT - EXTRA TIME Certificated Benefits Supplemental and Concentration \$36,495</p>
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Golden Oak Principal and  
Teachers Conference Attendance  
for Early Literacy (95% Group):  
December 11-12, 2019 Bridging  
the GAP 95% Group  
February 26-27, 2019 Teachers,  
Aides, & Principal Practical  
Strategies to Accelerate Reading  
Achievement  
March 12-13, 2019 95% Group

K-8th grade teachers attended  
various conferences based on  
need and teacher assignment and  
were funded from action 1.1.

History-Social Science Committee  
Meetings:

August 10, 2018 History-Social  
Science Framework Coaching  
Planning Meeting  
August 15-September 26, 2018  
Pilot #1 McGraw Hill Education  
IMPACT California Social Studies  
(K-8th)

September 17, 2018 Pilot #2  
Pearson myWorld Interactive  
Presentation (K-8th)  
September 27-November 8, 2018  
Pilot #2 Pearson myWorld  
Interactive

October 8, 2018 Pilot #1 Findings  
& presentation by McGraw Hill  
Education Consultant

October 22, 2018 Pilot #1 Finalize  
findings

November 5, 2018 Pilot #2  
myWorld Interactive findings &  
presentation by McGraw Hill  
Education IMPACT California  
Social Studies (K-8th)

December 3, 2018 Pilot #2 Finalize findings & make a decision on recommendation for HSS instructional materials  
 December 10, 2018 Board presentation on HSS instructional materials recommendation  
 January 14, 2019 Board approves History-Social Science instructional materials myWorld Interactive Pearson  
 February 5, 2019 Accelerated Reader Training

Coordinated and facilitated Instructional Plan Committees for grades K-8th grades for the following content areas: English Language Arts/Writing, Mathematics, Science, History-Social Science, English Language Learners and content specific for the junior high.  
 June 7-14, 2019 Instructional Plan Committees Focus: Essential (Power) Standards and Formative Assessments

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade level	100% of library lessons were taught at all four school sites to students in grades TK-8th grades on the following topics: Appreciation of literature, research skills, response to literature, conducting effective searches, readers advisory, library use and responsibilities, book awards, legal	DISTRICT LIBRARIAN Certificated Personnel Salaries Supplemental and Concentration \$81,678  DISTRICT LIBRARIAN Certificated Benefits Supplemental and Concentration \$31,923	DISTRICT LIBRARIAN Certificated Personnel Salaries Supplemental and Concentration \$81,677  DISTRICT LIBRARIAN Certificated Benefits Supplemental and Concentration \$36,531

expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources that will be provided in a variety of formats with a diverse appeal to support a text rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners and Special Education Students in acquiring 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. The library will be open during lunch time for students to check out board games that will be used in a designated area at the RJH campus.

Library staff: one District Librarian, one Library Secretary, and four Library Assistants

Expenses include: library books, materials, technology, library personnel, professional development

and safe use of information, digital citizenship, book care, library organization, accessing e-books and digital audiobooks, celebrating reading, information literacy, parts of books, navigating databases, introduction to the California Young Reader program, citing and saving resources, and selecting books for pleasure reading and research. Curation of print and digital content occurred via library lessons, library communication and student and teacher collaboration with library staff.

Library Staff provided the following assistance to the school sites: reading activities including assistance and coordination of the following: California Young Reader Medal, Digital Citizens Week, promotion of award winning books, Battle of the Books, Science Fair, Accelerated Reader, History Day, Dr. Seuss Birthday (Read Across America), Author Visit, Oral Language, 1000 Books Program, extra books for parents of early readers, special celebration displays including Black History Month, Hispanic Heritage Month, Women's History Month, Presidents, STEM and Coding, holidays, and genre displays.

The library collection increased by 1.56 books per student, with 4,574 new print and electronic books being added to the collection, including resources to provide equal access for Foster Youth,

DISTRICT LIBRARIAN  
Certificated Personnel Salaries  
Title I-A \$9,075

DISTRICT LIBRARIAN  
Certificated Benefits Title I-A  
\$3,547

SITE LIBRARY STAFF  
REGULAR SALARIES AND  
EXTRA TIME Classified  
Personnel Salaries Supplemental  
and Concentration \$65,396

SITE LIBRARY STAFF Classified  
Benefits Supplemental and  
Concentration \$52,005

SITE LIBRARY STAFF Classified  
Personnel Salaries Title I-A  
\$100,269

SITE LIBRARY STAFF Classified  
Benefits Title I-A \$77,214

BOOKS, SUPPLIES, CART,  
SUBSCRIPTIONS, AND  
TECHNOLOGY Books And  
Supplies Supplemental and  
Concentration \$130,000

CONFERENCE AND  
PROGRAMS Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$10,500

DISTRICT LIBRARIAN  
Certificated Personnel Salaries  
Title I-A \$9,075

DISTRICT LIBRARIAN  
Certificated Benefits Title I-A  
\$4,059

SITE LIBRARY STAFF  
REGULAR SALARIES AND  
EXTRA TIME Classified  
Personnel Salaries Supplemental  
and Concentration \$55,525

SITE LIBRARY STAFF Classified  
Benefits Supplemental and  
Concentration \$47,087

SITE LIBRARY STAFF Classified  
Personnel Salaries Title I-A  
\$95,647

SITE LIBRARY STAFF Classified  
Benefits Title I-A \$75,153

BOOKS, SUPPLIES, CART,  
SUBSCRIPTIONS, AND  
TECHNOLOGY Books And  
Supplies Supplemental and  
Concentration \$129,931

CONFERENCE AND  
PROGRAMS Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$8,961

Low Income, English Learners and Special Education Students.

Over 20 different types of games were purchased and prepared for use for the Richland Junior High games area. Furniture for the games area was purchased for installation.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Continue to provide one Assistant Superintendent for administrative coordination and leadership on the LCAP development for unduplicated pupils and align actions to principally direct funds for: implementation and alignment to the School Plan for Student Achievement providing leadership on current state and federal changes to ESSA, SPSA, LCFF, LCAP legislation, including changes to required templates metrics and best practices, monitoring and reporting on the plan progress for required metrics (specified measures) and objectives for each state priority, engage stakeholders in the progress for current actions and involvement process through the administration of state reflection tools and vetted surveys.	Assistant Superintendent developed forms, schedules, updates, meeting agendas using available data Establish deadlines for collection of data, analysis and implementation of LCAP action (s) Quarterly LCAP Reports Analysis of state and local data from Developed charts and reports for LCAP use in accordance with state guidelines	ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Personnel Salaries Supplemental and Concentration \$12,847	ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Personnel Salaries Supplemental and Concentration \$12,847
		ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Benefits Supplemental and Concentration \$4,202	ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Benefits Supplemental and Concentration \$4,243
		LCAP SUPPLIES Books And Supplies Supplemental and Concentration \$3,000	LCAP SUPPLIES Books And Supplies Supplemental and Concentration \$320
		CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$4,000	CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$975
		STAKEHOLDER MEETING CHILDCARE Classified Personnel Salaries Supplemental and Concentration \$250	STAKEHOLDER MEETING CHILDCARE Classified Personnel Salaries Supplemental and Concentration \$335
	Attended mandatory county meetings for the planning, facilitating and development of the 2019-2020 LCAP and LCAP Federal Addendum Planning & LCAP Stakeholder Meetings October 3, 2018 October 15, 2018 November 26, 2018 December 17, 2018 January 28, 2019 February 5, 2019	STAKEHOLDER MEETING CHILDCARE Classified Benefits Supplemental and Concentration \$24	STAKEHOLDER MEETING CHILDCARE Classified Benefits Supplemental and Concentration \$17

Systems: SARC, Document Tracking System (DTS), California Dashboards, CHKS

Expenses: personnel, professional development, conference & travel, materials/supplies, duplication, monitoring systems, translation, child care, refreshments

February 21, 2019  
February 26, 2019  
March 18, 2019  
April 29, 2019  
May 6, 2019  
May 20, 2019

Facilitated Principals Meeting on Curriculum, Data & Instruction to address areas of need in ELA, Math, Attendance, and Suspension district wide:

July 24, 2018  
September 28, 2018  
October 19, 2018  
November 9, 2018  
December 14, 2018  
January 25, 2019  
February 22, 2019  
March 22, 2019  
April 26, 2019  
May 10, 2019  
June 11, 2019

Facilitated monthly English Learners Advisory Meetings meetings with Assistant Principals to address the language needs of Newcomers, Long Term English Learners, Reclassified students and English Only students:

July 25, 2018  
August 30, 2018  
September 21, 2018  
October 26, 2018  
November 30, 2018  
February 8, 2019  
February 27, 2019  
March 29, 2019  
April 30, 2019  
May 10, 2019

LCAP DATA MONITORING  
PROGRAMS Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$7,000

LCAP DATA MONITORING  
PROGRAMS Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$3,888

Assisted and prepared SARC's for all 4 school sites  
 Coordinated contracts to publish and translate LCAP, SARC and SPSA plans  
 Coordinated efforts for the administration of staff, parent, and student surveys for the California Healthy Kids Survey (CHKS)

Attended workshops on best practices and State Updates for English Language Learners through the EL Network to support teachers and administrators:  
 November 28, 2018  
 January 23, 2019  
 March 27, 2019

Attended LEA CAASPP and LEA ELPAC mandatory state meetings for the coordination of state testing systems to support school site coordinators, teachers and other administrators.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Discontinued see analysis page 39	N/A	NA	NA
		NA	NA
		N/A	NA
		N/A	NA
		NA	NA
		NA	NA

NA

NA

NA

NA

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Continue with one Induction Program Support Provider to work with participating teachers in the Induction and Intern Programs for professional learning in both content and pedagogy to increase performance levels for unduplicated pupils which will be evidenced through observation data collected by using a data collection system.</p> <p>Participation in district-wide professional development to support new teachers with the full implementation of instructional and assessment systems.</p> <p>Expenses include: personnel, professional development, Induction Program cost, materials</p>	<p>12 Preliminary Credentialed Teachers participated in the Kern County Teacher Induction Program.</p> <p>Year 1: 4 Teachers Year 2: 8 Teachers</p> <p>Induction Mentor met individually with teachers in the program weekly ( 1 hour minimum) to complete Induction Program Milestones.</p> <p>All teachers completed all Program Milestones and presented a summary of their year and Inquiry process at an Induction Showcase during the month of May 2019.</p> <p>Year 2 Teachers completed Induction and are eligible to apply for their Clear Credential</p> <p>3 Intern Credentialed teachers participated in the New Teacher Development Program and will obtain their Preliminary Credential by August 2019.</p> <p>Intern and Induction Participants were provided the opportunity to attend the following Professional Developments through the Teacher Induction Program: Universal Design for Learning</p>	INDUCTION COACH Certificated Personnel Salaries Title I-A \$47,940	INDUCTION COACH Certificated Personnel Salaries Title I-A \$46,231
		INDUCTION COACH Certificated Benefits Title I-A \$18,046	INDUCTION COACH Certificated Benefits Title I-A \$16973
		INDUCTION COACH Certificated Personnel Salaries Title II-A \$23,063	INDUCTION COACH Certificated Personnel Salaries Title II-A \$23,115
		INDUCTION COACH Certificated Benefits Title II-A \$8,681	INDUCTION COACH Certificated Benefits Title II-A \$9,083
		INDUCTION COACH Certificated Personnel Salaries Title III LEP \$23,063	INDUCTION COACH Certificated Personnel Salaries Title III LEP \$23,115
		INDUCTION COACH Certificated Benefits Title III LEP \$8,682	INDUCTION COACH Certificated Benefits Title III LEP \$9,084
		KCSOS INDUCTION SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$60,000	KCSOS INDUCTION SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$40,200
		CONFERENCE/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$1,000	CONFERENCE/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$0
		INDUCTION COACH SUPPLIES Books And Supplies	INDUCTION COACH SUPPLIES Books And Supplies

Managing Challenging Behavior Through Effective Classroom Management  
 Feeling Overwhelmed? Known Strategies Effective Educators Use  
 Inclusion- Least Restrictive Environments  
 Academic Language Development for All  
 Differentiating Instruction Through the Use of Evidence-Based Instructional Strategies  
 Student-Centered Classrooms: Using Social/Emotional Learning to Connect With Students  
 Everyday Literacy Strategies  
 Utilizing Assessments to Ensure Meaningful Progress  
 Making Small Group Instruction Meaningful and Engaging  
 Implementing Classroom Procedures Through the Use of Visuals  
 Building Classroom Community Through the Use of Community Circles  
 Mentor attended the following Induction Program

Professional Development/Collaboration:  
 Mentor Induction Orientation (09/05/18)  
 All Mentor Collaboration (10/04/18)  
 Mentor Professional Development (11/09/18)  
 Lead Mentor Collaboration (12/10/19)  
 Winter Inquiry Introduction (01/10/19)

Supplemental and Concentration \$2,000

NA

Supplemental and Concentration \$1,301.48

SUBS PROF DEV Certificated Personnel Salaries Supplemental and Concentration \$157.68

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Continue with one Ed. Technology Teacher to work with administration to stay up to date on the status of the creation of the California Computer Science Standards for California Public Schools: Kindergarten Through Grade Twelve. Continue to provide support and assistance to all classroom teachers in the full and skillful implementation of the District's adopted programs and instructional initiatives. Coordinating and implementing new technology resources, processes, structures and assessment systems that support closing the achievement and access gap. Addressing individual teacher needs in district systems and collection of district-wide data to include but not limited to: Google classroom, Illuminate, Smarter Balanced Digital Library, enVision Math, Accelerated Reader, Youtube & Windows 10	<p>Provided Professional Learning Math Strategies to Differentiate Instruction for 3rd - 6th grade teachers February 19, 2019 February 21, 2019 February 26, 2019 February 28, 2019</p> <p>Provided support to teachers at their 6th grade level meetings on: Illuminate Gradebook/Report Cards 105 Teachers requested and received support on multiple occasions on the following online systems: Illuminate DIBELS/VPORT STAR Renaissance Step Up to Writing Journeys Pearson's Easy Bridge iStation Study Sync Google IAB's and TOMS ELPAC/SBAC Data and Reports Content Areas Provided support to Administrators and Support Staff with online systems: Illuminate Data</p>	<p>ED TECHNOLOGY TEACHER Certificated Personnel Salaries Supplemental and Concentration \$75,468</p> <p>ED TECHNOLOGY TEACHER Certificated Benefits Supplemental and Concentration \$31,764.83</p> <p>ED TECHNOLOGY TEACHER PD EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$25,000</p> <p>ED TECHNOLOGY TEACHER PD EXT TIME Certificated Benefits Supplemental and Concentration \$4,745</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Personnel Salaries Supplemental and Concentration \$25,000</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Benefits Supplemental and Concentration \$4,745</p> <p>ED TECHNOLOGY TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$3,000</p>	<p>ED TECHNOLOGY TEACHER Certificated Personnel Salaries Supplemental and Concentration \$89,045</p> <p>ED TECHNOLOGY TEACHER Certificated Benefits Supplemental and Concentration \$33,331</p> <p>ED TECHNOLOGY TEACHER PD EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$1,719</p> <p>ED TECHNOLOGY TEACHER PD EXT TIME Certificated Benefits Supplemental and Concentration \$327</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Benefits Supplemental and Concentration \$0</p> <p>ED TECHNOLOGY TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$1,103</p>
Expenses: professional development, extra-time/subs, personnel, materials & supplies, refreshments, conferences (Illuminate, Future Ready, Kern			

Tech, Lead 3.0 Symposium),  
monitoring system

Reports  
ELPAC/SBAC scores  
Custom Reports  
Collaborated with Academic  
Coaches  
Illuminate  
Data  
Reports

Attended:  
Illuminate Elementary Report Card  
Workshop  
9/13/2018  
9/14/2018  
Accelerating into NGSS  
10/25/2018  
10/26/2018  
Differentiating Math During First  
Instruction  
11/6/2018  
11/7/2018  
ELPAC Summative Training  
11/30/2018  
NGSS Toolkit Training  
01/17/2019  
01/18/2019  
Illuminate Conference  
1/31/2019  
2/1/2019  
Science Publishers Exhibit  
2/4/2019  
Computer Science Training  
4/2/2019  
NGSS Committee Meetings  
9/10/2018  
9/24/2018  
10/1/2018  
11/26/2018  
3/25/2019  
Math Leadership Network  
Meetings at KCSOS:  
9/19/2018

ED TECHNOLOGY TEACHER  
CONFERENCE, FUTURE  
READY AND MONITORING  
SYSTEM Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$25,000

NA

ED TECHNOLOGY TEACHER  
CONFERENCE Services And  
Other Operating Expenditures  
Supplemental and Concentration  
\$2,891

ED TECHNOLOGY TEACHER  
FUTURE READY AND  
MONITORING SYSTEM -  
DIGICOACH Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$14,120

10/23/2018  
11/8/2018  
1/31/2019  
3/14/2019  
4/11/2019  
4/1/2019  
5/20/19

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Continue to maintain and upgrade technology district wide to support the integration of technology into all curricula, including core instruction. Through the availability of appropriate technology used for instructional purposes, teachers will be able to create different forms of learning and teaching based on the 21st Century skills needed to principally direct towards educational options for Foster Youth, Low Income students, English Language Learners and Special Education students.	99 computers purchased at a cost of \$82,712.27 Computers ordered 6-26-2018 Computers received on or about 7-15-2018 Computers installation completed 8-14-2018  Technical support provided to staff: GOES - 39 RES - 2 RJHS - 21 SES - 37 SmartBoard display monitor room 313 total cost \$6,288.07	CLASSROOM TECHNOLOGY EQUIPMENT Books And Supplies Supplemental and Concentration \$150,000  DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT Books And Supplies Supplemental and Concentration \$125,000  NA	CLASSROOM TECHNOLOGY EQUIPMENT Books And Supplies Supplemental and Concentration \$128,470  DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT Books And Supplies Supplemental and Concentration \$0  DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT Books And Supplies Title I-A \$252,355
Expenses include: technology equipment & infrastructure, contract work			

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Continue to provide three Technology Technicians to support the maintenance of electronic	Golden Oak Responding to the needs of the classrooms as they arise, perform	TECHNOLOGY TECHNICIANS Classified Personnel Salaries	TECHNOLOGY TECHNICIANS Classified Personnel Salaries

<p>devices that increase opportunities for English Language Learners, Foster Youth, Low Income and Special Education students to use technology. Support will be provided on-site to assist in the maintenance, deployment and support for computer systems and components, and other instructional technology. The district will hire one additional Technology Technician to assist in the maintenance of the Richland School District websites to keep stakeholders informed on the district LCAP goals, state and local priorities, programs and services that aimed to improve performance outcomes for unduplicated pupils.</p>	<p>preventive maintenance and install new equipment as it is ordered.</p> <p>From August 1st to May 30th Technology Technicians have responded to 314 help desk requests.</p> <p>Redwood Responding to the needs of the classrooms as they arise, perform preventive maintenance and install new equip as it is ordered.</p> <p>From August 1st to May 30th Technology Technicians have responded to 186 help desk requests.</p>	<p>Supplemental and Concentration \$129,647</p>	<p>Supplemental and Concentration \$106,962</p>
<p>Expenses include: personnel, extra time/subs, professional development, materials</p>	<p>Sequoia Responding to the needs of the classrooms as they arise, perform preventive maintenance and install new equip as it is ordered.</p> <p>From August 1st to May 30th Technology Technicians have responded to 304 help desk requests.</p> <p>Richland JH Responding to the needs of the classrooms as they arise, perform preventive maintenance and install new equip as it is ordered.</p> <p>From August 1st to May 30th Technology Technicians have responded to 212 help desk requests.</p>	<p>TECHNOLOGY TECHNICIANS Classified Benefits Supplemental and Concentration \$77,030</p>	<p>TECHNOLOGY TECHNICIANS Classified Benefits Supplemental and Concentration \$70,144</p>
		<p>COMMUNICATION SUPPLIES AND SERVICES Books And Supplies Supplemental and Concentration \$5,000</p>	<p>COMMUNICATION SUPPLIES AND SERVICES Books And Supplies Supplemental and Concentration \$0</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9 If parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction, the district shall offer such a program principally directed for unduplicated pupils to the extent possible. The district will adhere to implement any additional regulations as mandated by the California Department of Education.</p> <p>Expenses: curriculum, professional development, materials/supplies, conference, travel</p>	<p>Dual Language Immersion Recruitment and Presentations: November 7, 2018 Parents of preschool children November 13, 2018 Parents who drop off children and then wish to attend November 13, 2018 (for working parents) April 9, 2019 Parent presentation April 30, 2019 Head Start Center May 4, 2019 Dual Language informational booth at 5 de mayo festival at Mannel Park May 8, 2019 @ 5:30 PM in the parent center December, 2018 - May 2019 Dual Language consultant made numerous home visits to inform parents and enroll students in the program May 14, 2019 All parents who placed children on the Dual Language enrollment spreadsheet were contacted to confirm enrollment May 15, 2019 Enrollment status: Kindergarten: 48 confirmed enrollments plus 4 more parents who are still deciding (Mostly a transportation issue) TK: 2 confirmed students with possible third. May 16, 2019 Dual Language booth at TK/K registration</p> <p>For Teachers:</p>	LANGUAGE ACQUISITION PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$20,000	LANGUAGE ACQUISITION PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$27,916
		LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$20,000	LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$3,185
		LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Personnel Salaries Supplemental and Concentration \$5,000	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Personnel Salaries Supplemental and Concentration \$0
		LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Benefits Supplemental and Concentration \$467.50	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Benefits Supplemental and Concentration \$0
		SUBS Certificated Personnel Salaries Supplemental and Concentration \$20,000	SUBS Certificated Personnel Salaries Supplemental and Concentration \$900
		SUBS Certificated Benefits Supplemental and Concentration \$3,886	SUBS Certificated Benefits Supplemental and Concentration \$61
		EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$20,000	EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$5,887
		EXTRA TIME Certificated Benefits Supplemental and Concentration \$3,886	EXTRA TIME Certificated Benefits Supplemental and Concentration \$312

2 Teacher PD days to inform them about Dual Immersion: October 25, 2018

November 1, 2019 in the Parent Center

The District paid teachers 1 hour for professional development. This brief overview introduced research, program goals, and instructional design of the dual language program.

As a result teachers requested the district organize a site visit to a Dual Immersion Program School  
2 Teachers, 1 site administrator attended CAFE Pre-Institutes on Dual Immersion and the CAFE conference

May, 2019 the 2 Dual Language Kindergarten teachers were enrolled in CAFE Summer Spanish  
Dual Language Immersion Institute  
July 1-3, 2019

Working with Director of Curriculum & Instruction to adopt HSS & NGSS materials in Spanish aligned with district adoptions

Developed an information flyer with details of the Dual Immersion Program meetings

Selected assessments and textbooks for Dual Immersion Program

Ordered Spanish materials for board approved textbooks

Prepared a video to increase district staff knowledge regarding DLI

# 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 overall implementation of the actions and services for goal 1 to ensure, "All students are successful in College and Career through the implementation of Common Core State Standards and 21st Century Skills" is as follows:

## Level 5: Full implementation and Sustainability

Action 1.2 - school site library collections increased by 1.56 books per student, with 4,574 new print and electronic books being added to the collection, including resources to provide equal access for Foster Youth, Low Income, English Learners and Special Education Students, library staff taught standards based library lessons to students in grades TK-8th, board games and picnic tables were purchased and available for students at the junior high during lunch recess

Action 1.3 - the district provided ample opportunities for input from various stakeholder groups including community members, teachers, students, classified staff, parents, administrators, board members, and especially Special Education Staff, and parents of English Learners

Action 1.5 - Eight teachers in the Induction Program cleared their credential by completing their second year, four teachers completed year one and are on track to clear their preliminary credential with the support of the Induction Support Provider, three teachers in the Intern Program have obtained their preliminary teaching credential and qualify to enroll in the new teacher induction program in the coming year.

Actions 1.7 and 1.8 - Using Title I funds actions were fully implemented to continue to provide every student, teacher and administrator access to at least one internet-connected device, continued to upgrade video and audio systems, projectors, classrooms where computers had monitors that were outdated, and plan to purchased replacement chromebooks for the coming year. The additional technician was not hired to provide support but sites and district continued to maintain their own websites.

## Level 4: Full Implementation

Action 1.1- professional development, collaborative opportunities and coaching on 97.32% literacy intervention was provided to TK-6th grade teachers for students who are not on track in reading

Professional development was also provided in the following areas: English Language Arts, Mathematics, Integrated and Designated ELD, Preschool Foundations, Next Generation Science Standards, Interim Assessment Blocks for both ELA and math, Illuminate (Data and Assessment) and Integrated History-Social Science into ELA, committees were established and met during the school year: History-Social Science Adoption Committee, Next Generation Science Standards Committee, a total of 65 teachers participated in the development of the Instructional Plans by grade level and content including: ELA/Writing/History-Social Science Committees, Math Committees, English Language Development Committees, Physical Education Committee, and content specific committees for the junior high

Action 1.6 - teachers were provided continuous support on using instructional systems such as Illuminate, gradebook, VPORT, Renaissance Learning, report cards and progress reports, support was provided to school site and district staff with data and

assessment reports for immediate information on student results, professional development in the area of mathematics was provided to teachers after school which included analyzing data in mathematics for grades 3rd-6th, supported summer school systems set-up

### Level 3: Initial Implementation

Action 1.9 - parent, staff and community meetings were held to inform and recruit students for the Dual Language Immersion Program, kindergarten DLI teachers were hired, core instructional materials selected, adopted, and purchased, Golden Oak was designated as the dual immersion school and students have been enrolled in the program to start in the 2019-2020 school year, wait list of students was created, Dual Language Immersion teachers and site principal attended training the Pre-conference Institute on Dual Language Immersion

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

Goal 1: The overall effectiveness of the actions and services to achieve goal 1 all students are successful in College and Career through the implementation of Common Core State Standards and 21st Century Skills is as follows:

The overall effectiveness of Actions 1.1, 1.2, 1.3, 1.5, 1.7, 1.8 resulted in a positive impact in the area of English Language Arts for the "All" student group, as evidenced by student the increase of 6.7 points and the district maintaining a Performance Level (Yellow). The district conducted surveys at the conclusion of every training and 92% of teachers responded that the professional development was relevant and helpful for their teaching assignment. Evidence from site administrator walk-throughs and feedback.

The overall effectiveness of the actions in goal one had a direct impact on student performance as evidenced by:

Hispanic: +7.5 points

English Learners: +4.5 points

Socioeconomically Disadvantaged (SED): +7 points

Students with Disabilities: +7.8 points

The performance levels for "All" students increased by 6.3 points with a Performance Level (Yellow) in Mathematics.

Asian: +12.2 points

Hispanic: +6.7 points

English Learners: +7.4 points

Socioeconomically Disadvantaged: +7.1 points

Students with Disabilities: +9.4 points

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action	Funding	Budget	Est Actual	Percent	Explanation
Professional Development Subs Salaries	S & C	\$60,480.00	\$39,437.00	65%	Cost for subs less than anticipated
Professional Development Subs Benefits	S & C	\$11,752.00	\$4,771.00	41%	Cost for subs less than anticipated
Director of Curriculum Salary	S & C	\$61,421.00	\$61,438.00	100%	

Director of Curriculum Benefits	S & C	\$24,186.00	\$20,675.00	85%	Cost for benefits less than anticipated
Professional Development X time Salaries	S & C	\$95,000.00	\$95,000	100%	
Professional Development X time Benefits	S & C	\$18,459.00	\$18,459	100%	
NGSS or HISTORY SOC SCIENCE Adoption k-8 Base		\$580,000.00	\$458,809.00	79%	Cost for adoption less than anticipated
ILLUMINATE (SIS)	Title I-A	\$21,000.00	\$3,400.00	16%	Cost of program less than expected
Consultants	S & C	\$125,000.00	\$120,870.00	97%	
Adoption Committees expected	S & C	\$150,000.00	\$71,694.00	48%	Cost for committee less than expected
Travel/Conferences/ Development anticipated	S & C	\$35,000.00	\$42,481.00	121%	Cost for Cont Services higher than anticipated
Academic Support Extra Time Salaries anticipated	S & C	\$313,250.00	\$186,077	59%	Projected Expenses were less than anticipated
Academic Support Extra Time Benefits than anticipated	S & C	\$131,823.00	\$36,495	28%	Projected Expenses were less than anticipated
District Librarian Salary	S & C	\$81,678.00	\$81,677.00	100%	
District Librarian Benefits	S & C	\$31,293.00	\$36,531.00	117%	Cost for benefits more than anticipated
District Librarian Salary	TITLE I-A	\$9,075.00	\$9,075.00	100%	
District Librarian Benefits	TITLE I-A	\$3,547.00	\$4,059.00	114%	Cost for benefits more than budget
Site Library Staff, Classified Salaries	S & C	\$65,396.00	\$55,525.00	85%	Cost for salaries less than expected
Site Library Staff, Classified Benefits	S & C	\$52,005.00	\$47,087.00	91%	
Site Library Staff, Classified Salaries	TITLE I-A	\$100,269.00	\$95,647.00	95%	
Site Library Staff, Classified Benefits	TITLE I-A	\$77,214.00	\$75,153.00	97%	
Books, Supplies, Tech and Subscriptions	S & C	\$130,000.00	\$129,931.00	100%	
Conference and Program Services expected	S & C	\$10,500.00	\$8,961.00	85%	Cost for program services less than expected
Assistant Superintendent-Salary	S & C	\$12,847.00	\$12,847.00	100%	
Assistant Superintendent- Benefits	S & C	\$4,202.00	\$4,243.00	101%	
LCAP Supplies	S & C	\$3,000.00	\$320.00	11%	Cost for supplies less than anticipated
Conference Services and other expenditures	S & C	\$4,000.00	\$975.00	24%	Cost for services less than anticipated
Stakeholder Meetings childcare, classified	S & C	\$250.00	\$335.00	134%	Cost for childcare more than anticipated
Stakeholder Meetings childcare benefits anticipated	S & C	\$24.00	\$17.00	71%	Cost for childcare benefits less than anticipated
LCAP Data Monitoring Programs anticipated	S & C	\$7,000.00	\$3,888.00	56%	Cost for LCAP services less than anticipated
Discontinued					
Induction Program (BTSA COACH) Salary	TITLE I-A	\$47,940.00	\$46,231.00	96%	
Induction Program (BTSA COACH) Benefits	TITLE I-A	\$18,046.00	\$16,973.00	94%	

Induction Program (BTSA COACH) Salary	TITLE II--A\$23,063.00	\$23,115.00	100%
Induction Program (BTSA COACH) Benefits	TITLE II-A	\$8,681.00 \$9,083.00	105%
Induction Program (BTSA COACH) Salary	TITLE III LEP\$23,063.00	\$23,115.00	100%
Induction Program (BTSA COACH) Benefits	TITLE III LEP\$8,682.00	\$9,084.00	105%
KCSOS INDUCTION SERVICES expected	S & C	\$60,000.00 \$40,200.00	67% Cost for KCSOS services less than expected
Conferences AND PROF DEV	S & C	\$1,000.00 \$-	0% No conference attended
Induction Programs Subs	S & C	\$0.00 \$157.68	157% Subs used not budgeted
BTSA Coach Supplies	S & C	\$2,000.00 \$1,301.48	65% Subs used not budgeted
Ed Tech Coach Salary	S & C	\$75,468.00 \$89,045.00	118% Salary higher than budget projection
Ed Tech Coach Benefits projection	S & C	\$31,764.00 \$33,331.00	105% Benefits higher than budget
Ed Tech Coach X time salary	S & C	\$25,000.00 \$1,719.00	7% No Extra time needed
Ed Tech Coach X time Benefits	S & C	\$4,745.00 \$327.00	7% No Extra time needed
Ed Tech PD Subs Salaries needed	S & C	\$25,000.00 \$-	0% PD provided after school, No Subs
Ed Tech PD Subs Benefits needed	S & C	\$4,745.00 \$-	0% PD provided after school, No Subs
Ed Tech Supplies	S & C	\$3,000.00 \$1,103.00	37% Cost for Ed supplies less than expected
Ed Tech Conferences expected	S & C	\$10,880.00 \$2,890.00	27% Cost for conferences less than expected
Ed Tech system monitoring	S & C	\$14,120.00 \$14,120.00	100%
Classroom Tech Equipment than expected	S & C	\$150,000.00 \$128,470.00	86% Cost for Classroom equipment less than expected
District Wide Tech Infrastructure and Equipment using Title I Funds (Chromebooks)	TITLE I	\$-0- \$252,355	100% District Wide Infrastructure upgraded
District Wide Tech Infrastructure and Equipment upgraded using Title I Funds (Chromebooks)	S & C	\$125,000.00 \$-0-	0% District Wide Infrastructure
Tech Technicians Salaries	S & C	\$129,647.00 \$106,962.00	83% Additional Tech position not created
Tech Technicians Benefits	S & C	\$77,030.00 \$70,144.00	91% Additional Tech position not created
Communication Supplies and Services technician not hired	S & C	\$5,000.00 \$-	0% Supplies not needed, additional
Language Acquisition Program Supplies	S & C	\$20,000.00 \$27,916	100%
Language Acquisition Prof Dev and Travel anticipated	S & C	\$20,000.00 \$3,185	16% Prof Devel and Travel less than anticipated
Language Acquisition Clerical X time	S & C	\$5,000.00 \$-	0% No Ext Clerk time used
Language Acquisition Clerical X time Benefits	S & C	\$467.50 \$-	0% No Ext Clerk time used
Language Acquisition Subs Salaries	S & C	\$20,000.00 \$900.00	4% Subs not used

Language Acquisition Subs Benefits	S & C \$3,886.00	\$61.00	1% Subs not used
Language Acq X Time for Teachers Salary	S & C \$20,000.00	\$5,887.00	29% Cost for extra time lower than expected
Language Acq X Time for Teachers Benefits expected	S & C \$3,886.00	\$312.00	8% Cost for Extra time lower than

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Induction Programs Subs	S & C	\$0.00	\$157.68	157%	Subs used not budgeted
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Ed Tech PD Subs Salaries	S & C	\$25,000.00	\$-	0%	PD provided after school, No Subs needed
Ed Tech PD Subs Benefits	S & C	\$4,745.00	\$-	0%	PD provided after school, No Subs needed
Ed Tech Supplies	S & C	\$3,000.00	\$1,103.00	37%	Cost for Ed supplies less than expected
Ed Tech Conferences	S & C	\$10,880.00	\$2,890.00	27%	Cost for conferences less than expected
Ed Tech system monitoring	S & C	\$14,120.00	\$14,120.00	100%	
Classroom Tech Equipment	S & C	\$150,000.00	\$128,470.00	86%	Cost for Classroom equipment less than expected
District Wide Tech Infrastructure and Equipment	TITLE I	\$-	\$252,355	100%	District Wide Infrastructure upgraded using Title I Funds (Chromebooks)
District Wide Tech Infrastructure and Equipment	S & C	\$125,000.00	\$-	0%	District Wide Infrastructure upgraded using Title I Funds (Chromebooks)
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Tech Technicians Benefits	S & C	\$77,030.00	\$70,144.00	91%	Additional Tech position not created
Communication Supplies and Services	S & C	\$5,000.00	\$-	0%	Supplies not needed, additional technician not hired
Language Acquisition Program Supplies	S & C	\$20,000.00	\$27,916	100%	
Language Acquisition Prof Dev and Travel	S & C	\$20,000.00	\$3,185	16%	Prof Devel and Travel less than anticipated
Language Acquisition Clerical X time	S & C	\$5,000.00	\$-	0%	No Ext Clerk time used
Language Acquisition Clerical X time Benefits	S & C	\$467.50	\$-	0%	No Ext Clerk time used
Language Acquisition Subs Salaries	S & C	\$20,000.00	\$900.00	4%	Subs not used
Language Acquisition Subs Benefits	S & C	\$3,886.00	\$61.00	1%	Subs not used
Language Acq X Time for Teachers Salary	S & C	\$20,000.00	\$5,887.00	29%	Cost for extra time lower than expected
Language Acq X Time for Teachers Benefits	S & C	\$3,886.00	\$312.00	8%	Cost for Extra time lower than expected

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

Actions were revised to address areas of greatest need by school site and increase and improve services based on site specific needs (addressed in Action 2.1, page 176)

There is a need to increase the participation in Stakeholder meetings of unduplicated parents (English Language Learners, Foster Youth, Homeless, Low Income and Students with Disabilities) by implementing strategies known to be effective to increase parent attendance (Action 1.3, page 152)

There is a need to increase the knowledge base of technology support staff with district wide platforms tied to classroom instruction (Action 1.7, page 163 and Action 1.8, page 165)

There is a need to provide coordinating support for special projects district wide including but not limited to Dual Language Immersion Program (Action 1.9, page 167)

# 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

Goal 2: Individualizing the educational environment to ensure all students meet or exceed standards of achievement, to fulfill 8th grade requirements.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 5(a):  
School attendance rates

### 18-19

The Richland School District will maintain/increase the school attendance rate of 95.65% as determined by 2018-2019 uncertified local data.

### Baseline

The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.

Actual

### Priority 5(a):

The Richland School District attendance rate is 95.46% as determined by 2018-2019 uncertified local data from the Student Information Systems (Illuminate).

Uncertified Attendance Rates		
Site	May 7, 2018	May 3, 2019
Golden Oak	95.64%	95.32%
Redwood	95.82%	95.45%
Richland JH	95.7%	95.92%
Sequoia	95.43%	95.20%
District Rate	95.65%	95.46%

### Priority 5(b):

### Metric/Indicator

## Expected

Priority 5(b):  
Chronic absenteeism rates

### 18-19

The Richland School District chronic absenteeism rate will decrease by .5% to 10.4% as determined by the new DataQuest reports.

### Baseline

The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.

### Metric/Indicator

Priority 5(c):  
Middle school dropout rates

### 18-19

The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.

### Baseline

## Actual

The Richland School District chronically absent rate is 10.5% which was maintained at -0.4% as indicated in the California School Dashboard.

2016-2017 Chronic Absenteeism Rate by School							
School Site	All	SED	Migrant	SWD	Foster Youth	English Learners	Homeless
Golden Oak	8.3% (83)	8.8% (83)	5.1% (2)	10.4% (8)	0.0% (0)	7.1% (37)	12.5% (2)
Redwood	13.3% (132)	13.8% (131)	10.5% (2)	15.8% (12)	0.0% (0)	9.2% (46)	*
Sequoia	12.5% (114)	13.2% (106)	20.0% (10)	17.6% (22)	0.0% (0)	9.9% (24)	*
Richland JH	9.7% (78)	10.2% (77)	4.2% (1)	12.8% (12)	*	10.4% (41)	*
District	10.9% (400)	11.4% (390)	10.5% (15)	14.5% (54)	*	8.9% (145)	10% (4)
*Denotes-data may be suppressed with an asterisk to protect student privacy							
2017-2018 Chronic Absenteeism Rate by School							
School Site	All	SED	Migrant	SWD	Foster Youth	English Learners	Homeless
Golden Oak	11.7% (97)	12.0% (95)	7.1% (4)	16.9% (12)	0%	9.7% (39)	29.8% (14)
Redwood	8.8% (76)	9.1% (76)	21.1% (4)	16.7% (12)	0%	8.1% (35)	28.6% (2)
Sequoia	10.8% (87)	11.2% (80)	15.9% (10)	*	0%	8.8% (28)	*
Richland JH	10.7% (80)	11.0% (76)	9.5% (4)	12.7% (13)	*	11.2% (23)	*
District	10.5% (338)	10.6% (355)	11.7% (21)	15.2% (56)	*	9.5% (143)	28.3% (17)
*Denotes-data may be suppressed with an asterisk to protect student privacy							

Priority 5(c):

The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.

## Expected

The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.

### **Metric/Indicator**

Priority 5(d):  
High school dropout rates

### **18-19**

Not Applicable

### **Baseline**

Not Applicable

### **Metric/Indicator**

Priority 5(e):  
High school graduation rates

### **18-19**

Not Applicable

### **Baseline**

Not Applicable

### **Metric/Indicator**

Priority 8(a)  
Pupil outcomes in subjects described in 51210/51220  
Foundational Skills in Literacy and Mathematics

### **18-19**

60% of RSD Kindergarten students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

64% of RSD First grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

55% of RSD Second grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

## Actual

### Priority 5(d):

High School dropout rates are Not Applicable.

### Priority 5(e):

High School graduation rates are Not Applicable.

### Priority 8(a):

58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

49% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

56% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

## Expected

### Baseline

58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

52% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

43% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.

### Metric/Indicator

Priority 8(a)

Pupil outcomes in subjects described in 51210/51220  
Physical Education

### 18-19

51.6% of 5th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the California Physical Fitness Report in DataQuest.

15% of 5th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as determined by the California Physical Fitness Report in DataQuest.

32.3% of 5th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the California Physical Fitness Report in DataQuest.

28.9% of 7th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the California Physical Fitness Report in DataQuest.

## Actual

### DIBELS COMPOSITE SCORES (End Of Year)

Grade	2016-2017	Increase/Decrease	2017-2018	Increase/Decrease	2018-2019
K	58%	(+1)	59%	(-1%)	58%
1st	52%	(+7)	59%	(-10%)	49%
2nd	43%	(+7)	50%	(+6%)	56%

Percentage equals students at or above benchmark for whom the odds are in the students favor of reaching later important reading outcomes

### DIBELS COMPOSITE SCORES (End Of Year)

Grade	2015-2016	2016-2017	2017-2018	2018-2019
K	67%	58%	59%	58%
1st	53%	52%	59%	49%
2nd	40%	43%	50%	56%

Percentage equals students at or above benchmark for whom the odds are in the students favor of reaching later important reading outcomes

Priority 8(a):

64.6% of 5th grade students met four or more fitness standards placing them in the Healthy Fitness Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

19.5% of 5th grade students met three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

15.8% of 5th grade students met two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

30.9% of 7th grade students met four or more fitness standards meeting the Healthy Fitness Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

23.6% of 7th grade students met three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

45.5% of 7th grade students met two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2017-2018 California Physical Fitness Report in DataQuest.

## Expected

16.4% of 7th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as determined by the California Physical Fitness Report in DataQuest.

53.9% of 7th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the California Physical Fitness Report in DataQuest.

### Baseline

5th Grade: an average of 63.5% of students are in the Healthy Fitness Zone

5th Grade: an average of 29.3% of students Needing Improvement

5th Grade: an average of 28.4% of students are a Health Risk

7th Grade: an average of 59.08% of students are in the Healthy Fitness Zone

7th Grade: an average of 35.03% of students Needing Improvement

7th Grade: an average of 17.65 % of students are a Health Risk

## Actual

<b>3-Year California Physical Fitness Report</b> <b>Overall-Meeting Healthy Fitness Zone Summary of Results</b> <b>Richland School District</b>							
Designated Health Fitness Zone	Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Percent in Grade 5			Percent in Grade 7		
		15-16	16-17	17-18	15-16	16-17	17-18
"Healthy Fitness"	6 of 6 fitness standards	17.1	1.5	22.6	12.5	1.7	4.1
	5 of 6 fitness standards	22.8	25.7	25.1	19.7	6.9	12.2
	4 of 6 fitness standards	19.4	23.4	16.9	20.5	19.3	14.6
"Needs Improvement"	3 of 6 fitness standards	16.9	16.0	19.5	17.6	17.4	23.6
"Needs Improvement-Health Risk"	2 of 6 fitness standards	13.2	24.4	9.7	18.7	24.8	15.4
	1 of 6 fitness standards	7.9	6.1	5.6	8.7	22.9	16.3
	0 of 6 fitness standards	2.8	2.8	0.5	2.3	7.2	13.8

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Continue to allocate funds to four (4) school sites to provide services to all students with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for low income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. Site Administration will work with school site councils and English Learner Advisory Council to: Inform stakeholders of LCAP goals and targets and effective use of funds based on analysis of school site dashboard data Incorporate data and leadership feedback to appropriately revise plans that focus on LCAP goals and expected outcomes for unduplicated students Create a plan that specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students to move subgroups toward performance level 3</p>	<p>Redwood Focus on Attendance: Perfect Attendance Brag Tags, 100% Attendance Signs, Bulletin Data, Monthly Assemblies, Class Trophies Social Worker as Needed, Incentives/Treats, SARB Home Visits, Gift Certificates to General’s</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Personnel Salaries Supplemental and Concentration \$57,385</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Personnel Salaries Supplemental and Concentration \$57,134</p>
	<p>Redwood Focus on Decreasing Suspensions: Shafter Recreation and Park District, Eagle, Nest, PBIS, Eagle Feathers, Treats, Fun Fridays, Birthday Celebrations (Brag Tag and Card), No Referral Incentives, National Moment Recycled Moment, Character Counts, Recycling/Recycling Club</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Benefits Supplemental and Concentration \$11,135</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Benefits Supplemental and Concentration \$10,317</p>
		<p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Personnel Salaries Supplemental and Concentration \$232,313</p>	<p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Personnel Salaries Supplemental and Concentration \$273,491</p>
	<p>Redwood Focus on Academics: Afterschool academies, Data Shared at Student, Assemblies, Sumdog, Science Fair, Math Field Day, AR Recognition, Data Shared at Student Assemblies, 95% Group, iStation, Walk to Learn, Oral Language, Battle of the Books, Author Day, Designated ELD (K=30 minutes; 1st – 6th=45 minutes)</p>	<p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Benefits Supplemental and Concentration \$80,995</p>	<p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Benefits Supplemental and Concentration \$107,897</p>
	<p>Richland Junior High Focus on Academics &amp; Attendance: Monitoring Dashboard performance overview in RED,</p>	<p>CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$247,137</p>	<p>CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$159,774</p>
		<p>PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$6,585</p>	<p>PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$14,463</p>

Expenses: personnel, materials, programs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts

Attendance Reports, Letters, SARB Process, Truancy Sweep KHSD,

Attendance Incentive  
Pumpkin Smash, Turkey Bowl, Condor Game, Winter, Dance, Movie Afternoon, Hoops Hoopla, Magic Mountain, 7th Grade Field Trip

Conference with students about grades and GPA  
Recognition at assemblies, in bulletin and on website  
ELD after school program  
Believe, Achieve, Succeed Program  
Encouragement/reminders in weekly bulletins  
Counselors  
Mental Health personnel

Golden Oak Focus on Academics: Improvement in Mathematics (ORANGE) and English Language Arts  
Plan: Quality first-instruction in Mathematics (and ELA); Intensive interventions continued schoolwide  
Differentiated core instruction to provide a laser like focus to all learners --from intensive, strategic to core levels in ELA.  
Focus: building teacher, and Admin capacity in teaching and learning of CCSS for ELA/Mathematics, ELD instruction and providing systematic, targeted interventions to students, in all subgroups, every day who are not

mastering standards using state, local and site (COI) data

Schoolwide Intervention 95% Group--English Language Arts DIBELS/Acadience- students showed improvement in some grade levels based on beginning and middle of year data

Plan- increased group time from 15 to 30 minutes to maximize learning, increase faculty by 5 aides, increase capacity through additional professional training, talks on data and “team time” for teachers, Admin and instruction aides

Golden Oak Focus on Suspension: Excessive & Chronic absences must improve (RED)

Plan: Targeted interventions in overall attendance and focused interventions with Chronic Truants (10% -absences)--New this year: home visits, personal calls, incentives such as awards, prizes, balloons, ice cream, end of year Fun Day

.  
Golden Oak Focus on Suspension Rate (ORANGE):

Plan: School wide Implementation of PBIS is imperative in reducing the number of students receiving referrals and suspensions. Current data shows a reduction in playground incidences, but an increase of classroom referrals. Professional development, particularly in PBIS Tier I and classroom management, follow

through with new learning and coaching

Interventions: incentives such as awards, prizes, end of year Fun Day, home visits, personal calls, referral to social worker, behavior contract, increased use of Class Dojo, increase in parent engagement through extensive implementation of parent involvement activities. Examples: new administrator Meet-and-Greet, Grandparents Day, Monthly Lunch with your child, Family Paint Night, PTO Pledge and Membership Drive, Student performances - 9/11 Commemoration, Veterans Day Celebration, Christmas programs, Christmas Parade, Expanded awards assemblies

Sequoia Elementary Focus on Mathematics & English Language Arts

Focus on "Good First Instruction" MTSS approach

Professional Learning on STEAM, ELD, 95% Reading Literacy, Science and PBIS

Increased number of instructional aides to support 95% implementation in K-6th grades  
Tutoring, PLTW, Math Field Day, Oral Language, Battle of the Books, Migrant

Sequoia Focus on Behavior  
defined playground rules, multiple training and support for yard duty aides, strengthening PBIS culture,

redefined incentives, and emphasized good character

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 Continue with class size reduction to increase achievement for students, as the impact of class-size reduction is greater for low-income and minority children. In order to ensure that unduplicated pupils are positively impacted by lower class size, site administration will implement the following:</p> <ul style="list-style-type: none"> <li>Continue monitoring class size reduction Grades TK-8 (not to exceed 27:1).</li> <li>Continue with Six P.E. aides to reduce the adult to student ratio at the elementary sites</li> <li>Conduct an annual analysis of Physical Fitness Test data and monitor for improvement</li> </ul> <p>Expenses: personnel, extra-pay for average overload, materials, furniture, classroom</p>	<p>Classes are being kept to the maximum size in accordance with contract language for grades TK-3 and also in accordance with LCAP action/services language</p> <p>Continue to employ six P.E. aides to assist in reducing the adult to student ratio at elementary sites</p>	<p>CLASS SIZE REDUCTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$1,421,250.24</p> <p>CLASS SIZE REDUCTION TEACHERS Certificated Benefits Supplemental and Concentration \$632,106</p> <p>PE CLASS AIDES Classified Personnel Salaries Supplemental and Concentration \$67,401</p> <p>PE CLASS AIDES Classified Benefits Supplemental and Concentration \$8,566</p> <p>TEACHER CLASSROOM OVERLOAD PAY Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>TEACHER CLASSROOM OVERLOAD PAY Certificated Benefits Supplemental and Concentration \$9,715</p> <p>NEW CLASSROOM SUPPLIES Books And Supplies Supplemental and Concentration \$5,000</p>	<p>CLASS SIZE REDUCTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$1,566,913</p> <p>CLASS SIZE REDUCTION TEACHERS Certificated Benefits Supplemental and Concentration \$653,182</p> <p>PE CLASS AIDES Classified Personnel Salaries Supplemental and Concentration \$76,710</p> <p>PE CLASS AIDES Classified Benefits Supplemental and Concentration \$7,219</p> <p>TEACHER CLASSROOM OVERLOAD PAY Certificated Personnel Salaries Supplemental and Concentration \$94,238</p> <p>TEACHER CLASSROOM OVERLOAD PAY Certificated Benefits Supplemental and Concentration \$17,247</p> <p>NEW CLASSROOM SUPPLIES Books And Supplies Supplemental and Concentration \$6,076</p>

PE ASSESSMENTS Books And  
Supplies Supplemental and  
Concentration \$2,000

PE ASSESSMENTS Books And  
Supplies Supplemental and  
Concentration \$0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Continue with three Intervention Teachers and additional paraprofessionals based on student needs to support the multi-tier model of service delivery instruction to provide focused intervention instruction to strategic and intensive students using 95% Group instructional materials. Site administration will monitor the degree and quality of instructional practices and the effect on learner outcomes.	K-3 95% training and program implementation	INTERVENTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$283,936	INTERVENTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$281,383
	Site visits, training, and data meetings with 95% consultant		
	K-3 95% Group and/or Journeys Leveled Readers	INTERVENTION TEACHERS Certificated Benefits Supplemental and Concentration \$106,348	INTERVENTION TEACHERS Certificated Benefits Supplemental and Concentration \$102,538
	4 instructional aides in 4th-6th grade		
	HM Decoding Power/Journeys Leveled Readers	INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$1,500	INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$393.69
*The Intervention teacher will use district established entrance and exit criteria to serve students with highest need			
*The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services	Learning Centers: three intervention teachers provided instructional support to strategic and intensive students	INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$3,000	INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$0
		PARAPROFESSIONAL STAFF SALARIES Classified Personnel Salaries Supplemental and Concentration \$204,652	PARAPROFESSIONAL STAFF SALARIES Classified Personnel Salaries Supplemental and Concentration \$43,932
Expenses: program costs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts, materials		PARAPROFESSIONAL STAFF BENEFITS Classified Benefits Supplemental and Concentration \$11,700	PARAPROFESSIONAL STAFF BENEFITS Classified Benefits Supplemental and Concentration \$9,279

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Continue to train new SST/STAR teachers to participate in meetings to diagnose and prescribe multi-tiered interventions to students who are below the performance level. Identified students shall receive the additional time and support needed to learn at high levels with targeted intervention impacting unduplicated student groups whose low scores on curriculum based measures identify them as in need of additional support and interventions.	Curriculum & Instruction Director facilitated the September 18, 2018 STAR TEAM training on how to conduct SSTs	STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$39,600	STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$36,300
	SSTs were conducted throughout the school year for students who were identified as needing academic and behavioral support including unduplicated students	STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$7,296	STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$6,639
Expenses: training materials, extra-pay/substitutes		SUPPLIES Books And Supplies Supplemental and Concentration \$4,000	SUPPLIES Books And Supplies Supplemental and Concentration \$0

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Continue with one Parent Educator to provide direct services principally directed to unduplicated students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.	Parent Educator and Director of Student Services and Family supports coordinated the following: Transportation assistance for One McKinney-Vento family	PARENT EDUCATOR SUPPLIES Books And Supplies Supplemental and Concentration \$2,500	PARENT EDUCATOR SUPPLIES Books And Supplies Supplemental and Concentration \$1,398
	73 students, including 59 McKinney-Vento families received services with medical, trauma related services, basic needs and/or access to education.	PARENT EDUCATOR Classified Personnel Salaries Title I-A \$10,175	PARENT EDUCATOR Classified Personnel Salaries Title I-A \$9,138
	188 students - Operation School Bell (Sept. & Jan.)	PARENT EDUCATOR Classified Benefits Title I-A \$7,427	PARENT EDUCATOR Classified Benefits Title I-A \$6,534
Expenses: personnel, transportation, materials & supplies, duplication	300 backpacks collected for 300 students - Stuff the Bus (Aug.)	PARENT EDUCATOR Classified Personnel Salaries Other \$23,741	PARENT EDUCATOR Classified Personnel Salaries Other \$24,600

32 families provided with toys from  
CHIPs for Kids  
75 families served with food from  
Kiwanis  
54 families served with toys from  
the Shafter Christmas Store  
23 families received toys from St.  
Therese Catholic Church  
29 students were given toys by  
Wonderful Company  
18 students provided services  
Shafter Soccer Club  
2 families provided with  
clothing/food items by the Sheriff's  
Department  
12 families provided with  
clothing/food items by the Foster  
Youth Holiday Celebration  
3 foster students attended Yes!  
Conference on March 8, 2019

PARENT EDUCATOR Classified  
Benefits Other \$17,328

PARENT EDUCATOR Classified  
Benefits Other \$16,849

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Continue to provide one Director to represent the district as the: Educational, Foster Youth, and Homeless Liaison to ensure that students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.	Director of Student Supports and Family Services coordinated and facilitated the following: Direct Services for families in RSD 12/7/2018 - 12 families provided with clothing/food/ items by the Foster Youth Holiday Celebration. March 8, 2019 - 3 foster students attended Yes! Conference April 17, 2019-2 McKinney-Vento families received hygiene, and food through School Readiness case management.	DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Personnel Salaries Supplemental and Concentration \$39,432	DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Personnel Salaries Supplemental and Concentration \$19,631
Continue to represent the school district as the Student Attendance Review Board (SARB) Chairperson, and Attendance		DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Benefits Supplemental and Concentration \$15,162	DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Benefits Supplemental and Concentration \$7,756
		FOSTER PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$5,000	FOSTER PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$2,551

Supervisor. Collaborate with agencies to provide direct services to students and families in the Family Resource Center (Healthy Start). Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) as the attendance supervisor and begin the work to qualify the Richland School District as a "Model SARB". Research and purchase a data system to streamline the attendance process for school sites and the district in order to improve attendance outcomes for students.

Expenses: personnel, transportation, materials & supplies, professional development, travel, copies, consultation costs, programs, refreshments

2018-2019 5 siblings of McKinney-Vento students received preschool services through the SRI program May 31, 2019 - 11 foster students and 48 tentatively # of permission slips and 20 McKinney-Vento students attended the Foster Youth event (including 0-5 year olds) April 12, 2019 8 McKinney-Vento students received spring baskets 65 students, ages 3-5, received public preschool education SARB Hearing - March 15, 2019 - 2 students SARB Hearing - April 26, 2019 - 1 student

Shafter Healthy Start Collaborative meetings  
June 20, 2018  
July 18, 2018  
August 15, 2018  
September 19, 2018  
October 17, 2018  
November 28, 2018  
January 16, 2019  
February 20, 2019  
March 20, 2019  
April 17, 2019  
May 15, 2019

Shafter Task Force  
June 13, 2018  
July 11, 2018  
August 8, 2018  
September 12, 2018  
October 10, 2018  
November 14, 2018  
January 9, 2019  
February 13, 2019  
March 13, 2019

FOSTER PROGRAM  
TRANSPORTATION Services  
And Other Operating  
Expenditures Supplemental and  
Concentration \$5,000

FOSTER PROGRAM PROF  
DEVELOPMENT Services And  
Other Operating Expenditures  
Supplemental and Concentration  
\$2,500

ATTENDANCE INCENTIVES  
Books And Supplies  
Supplemental and Concentration  
\$15,000

CONFERENCE  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental and Concentration  
\$2,500

ATTENTION TO ATTENDANCE  
SYSTEM Professional/Consulting  
Services And Operating  
Expenditures Supplemental and  
Concentration \$30,000

FOSTER PROGRAM  
TRANSPORTATION Services  
And Other Operating  
Expenditures Supplemental and  
Concentration \$0

FOSTER PROGRAM PROF  
DEVELOPMENT Services And  
Other Operating Expenditures  
Supplemental and Concentration  
\$289

ATTENDANCE INCENTIVES  
Books And Supplies  
Supplemental and Concentration  
\$11,174

CONFERENCE  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental and Concentration  
\$2,599

ATTENTION TO ATTENDANCE  
SYSTEM Professional/Consulting  
Services And Operating  
Expenditures Supplemental and  
Concentration \$0

April 10, 2019

May 8, 2019

Attendance Improvement

Collaboration Meetings

January 10, 2019 - Sequoia,

RJHS' Administrator Staff only

January 14, 2019 - Golden Oak

Administrator Staff only

January 15, 2019 - District Nurses  
only

January 18, 2019 - Probation  
Officer

January 22, 2019 - Secretaries  
and Clerks

January 22, 2019 - Meeting with  
the Mayor

January 23, 2019 - RJHS' Principal  
only

January 25, 2019 - RJHS'  
Assistant Principal only

January 25, 2019 - ADA Recovery  
meeting with CBO

January 29, 2019 - Disenrolling  
Students - Meeting with GO  
Principal

February 1, 2019 - Meeting with  
Shafter's District Attorneys

February 4, 2019 - District and Site  
Staff

February 8, 2019 - Health Factor -  
Decreasing Absences - Asst. Supt  
and District Nurses

February 12, 2019 - Redwood  
Asst. Principal only

February 13, 2019 - Parent  
Workshop PLanning - Community  
Liaison only

February 14, 2019 - Meeting with  
Sequoia Asst. Principal

February 15, 2019 - Meeting with  
RJHS' Asst Principal

February 22, 2019 - Meeting with the Director of Special Ed.  
February 26, 2019 - Attendance Works Learning Training  
March 14, 2019 - SARB Draft Discussion - Meeting with Superintendents  
March 11, 2019 - ADA Recoup Meeting - GO Admin only  
March 12, 2019 - ADA Recoup Meeting - Redwood and Sequoia Asst. Principals only  
March 26, 2019 - Meeting with the Secretaries and Clerks only  
March 28, 2019 - Meeting with Director of Food Services  
April 2, 2019 - Golden Oak Meeting with Staff  
April 3, 2019 - Second Chance Breakfast Discussion to Increase Attendance - Dir. of Food Services  
April 12, 2019 - Chronic Absenteeism Project Hours  
April 23, 2019 - Secretary Meeting  
April 29, 2019 - Meeting to discuss Focus Group - Chronic/Attendance  
May 7, 2019 - Redwood Meeting with Staff  
May 16, 2019 - Attendance Report Meeting - Dir of Tech and Student Information Technician  
May 17, 2019 - State SARB Conference - Webinar  
May 20, 2019 - Attendance Report Meeting - Student Information Tech

Attendance to collaborative meetings with the Kern County Supt. of Schools Office to address attendance needs by participating in:

Truancy Reduction and Attendance Coalition of Kern (Track)  
 August 24, 2018  
 December 7, 2018  
 February 22, 2019  
 May 3, 2019  
 May 28, 2019 - Student Awareness Month - Kick Off Event Planning Meeting

KCNC General Collaborative Meeting - July 19, 2018  
 August 16, 2018  
 September 20, 2018  
 November 15, 2018  
 January 17, 2019  
 February 21, 2019  
 March 21, 2019  
 May 16, 2019

Did not purchase Attendance to Attendance but still created reports through the Student Information System.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure gifted students including unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and	GATE Identified students were placed in a cluster setting and received differentiated instruction.  The Superintendent facilitated GATE Advisory Meetings October 11, 2018 December 6, 2018 January 30, 2019 May 31, 2019	GATE CLUSTER TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$814,946	GATE CLUSTER TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$912,552
		GATE CLUSTER TEACHERS Certificated Benefits Supplemental and Concentration \$329,858	GATE CLUSTER TEACHERS Certificated Benefits Supplemental and Concentration \$346,846

learning profile. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.

Expenses: personnel, extra-time/substitutes, materials, professional development, programs, certification costs, conferences

Board Presentation  
January 12, 2019  
California Association for the Gifted Pre-Conference

February 22, 2019  
May 28, 2019 GATE Parent Input Meeting

GATE SUPPLIES Books And Supplies Supplemental and Concentration \$2,000

GATE CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$8,000

GATE CLERK Classified Personnel Salaries Supplemental and Concentration \$4,622

GATE CLERK Classified Benefits Supplemental and Concentration \$2,888

GATE SUPPLIES Books And Supplies Supplemental and Concentration \$2,139

GATE CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$20,386

GATE CLERK Classified Personnel Salaries Supplemental and Concentration \$4,237

GATE CLERK Classified Benefits Supplemental and Concentration \$2,769

# Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.8 Continue to engage teachers in the Next Generation Science Standards by:</p> <p>*Continuing to meet with NGSS leadership team to implement, design instructional time and financial resources to build a classroom culture conducive to implementation of the NGSS in all grades TK-8th. Provide additional ancillary online and hard copy supplemental instructional resources including lab materials to support the transition to NGSS.</p> <p>Expenses: personnel, extra-time/subs, materials, professional development, programs, refreshments</p>	<p>Director of Curriculum and Instruction coordinated and facilitated the following:</p> <p>August 2, 2018 NGSS District Planning Meeting to support teachers with rollout</p> <p>NGSS Committee Meetings &amp; Professional Learning for teachers in TK-8th grade:</p> <p>September 10, 2018 STEM/Science Teaching in the Classroom</p> <p>September 24, 2018 Integrated Science Lessons</p> <p>October 1, 2018 How to Have a STEM Classroom</p> <p>November 26, 2018 Cosss Cutting Concepts</p>	<p>NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES Books And Supplies Supplemental and Concentration \$100,000</p> <p>NGSS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>NGSS SUBS Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>NGSS SUBS Certificated Benefits Supplemental and Concentration \$3,886</p>	<p>NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES Books And Supplies Supplemental and Concentration \$42,063</p> <p>NGSS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,600</p> <p>NGSS SUBS Certificated Personnel Salaries Supplemental and Concentration \$8,850</p> <p>NGSS SUBS Certificated Benefits Supplemental and Concentration \$1,019</p>

January 17-18, 2019 Science Materials Adoption Toolkit  
 February 4, 2019 NGSS Instructional Materials Publisher's Fair  
 March 4, 2019 Developed the District Lens for Science  
 March 25, 2019 Grade Spans Report on assigned CA Science Framework Chapter Overview

April 1, 2019 Continue to Examine the Current District Data:  
 LCAP Goals and Actions  
 Review District Demographic Data  
 Review State and District Science Data  
 Review State and District Data

April 8, 2019 Continue to Examine the Current District Data & Present Overall Implications  
 LCAP Goals and Actions  
 Review District Demographic Data  
 Review State and District Science Data  
 Review State and District Data  
 Present Findings of Current Science Instructional Materials  
 Determine Current Status of District Science Instructional Resources  
 Chapter 13: Instructional Resources to Support the NGSS

May 20, 2019 Examine the Local District Context  
 Review Local District Context: Elementary (K-6)  
 Review Local District Context: Middle School (7-8)

NGSS EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$20,000

NGSS EXT TIME Certificated Benefits Supplemental and Concentration \$3,886

NGSS EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$49,675

NGSS EXT TIME Certificated Benefits Supplemental and Concentration \$9,407

Professional Learning provided to teachers and administrators in TK-8th grade

August 7, 2018 California Next Generation Science Standards Framework  
 October 6 & 13, 2018 5E Lesson Development and Progression Practice through Hands on Learning  
 January 26 & February 23, 2019 Dig into Environmental Concepts and Principles  
 March 16 & 23, 2019 Equity & Access through Hands-on Learning

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Continue to conduct summer school and provide tutoring for all students in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.  Expenses: personnel, professional development, program, materials, student incentives,	Summer School Calendar: June 10-July 5, 2019 from 8:00-1:00 p.m.  Students were selected based on the following data (unduplicated students are given priority): 1. Retained 2. STAR - urgent intervention or intervention 3. DIBELS -well below Benchmark on the EOY DIBELS 4. Students in grades 4th-8th based on SBAC student performance Focus on academics, language development, art, science, and hands on projects	SUMM LTEL PROGRAM Certificated Personnel Salaries Supplemental and Concentration \$90,000	SUMM LTEL PROGRAM Certificated Personnel Salaries Supplemental and Concentration \$41,250
		SUMM LTEL PROGRAM Certificated Benefits Supplemental and Concentration \$16,710	SUMM LTEL PROGRAM Certificated Benefits Supplemental and Concentration \$7,382
		NA	SUPPLEMENTAL TUTORING - PROF TUTORS OF AMERICA Professional/Consulting Services And Operating Expenditures Title I-A \$112,912
		SUMM LTEL PROGRAM SUPPLIES Books And Supplies	SUMM LTEL PROGRAM SUPPLIES Books And Supplies

	Tutoring was offered during the year through Professional Tutors of America	Supplemental and Concentration \$15,500	Supplemental and Concentration \$20,644
	Estimated expenses shown are for June only. July expenses will be part of the 2019-2020 fiscal year.	SUMM LTEL PROGRAM CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$1,000	SUMM LTEL PROGRAM CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$4,275
		SUMM LTEL PROGRAM Classified Personnel Salaries Supplemental and Concentration \$11,000	SUMM LTEL PROGRAM Classified Personnel Salaries Supplemental and Concentration \$9,523
		SUMM LTEL PROGRAM Classified Benefits Supplemental and Concentration \$1,029	SUMM LTEL PROGRAM Classified Benefits Supplemental and Concentration \$1,581
		SUPPLEMENTAL TUTORING EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$25,000	SUPPLEMENTAL TUTORING EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$0
		SUPPLEMENTAL TUTORING EXTRA TIME Classified Benefits Supplemental and Concentration \$3,150	SUPPLEMENTAL TUTORING EXTRA TIME Classified Benefits Supplemental and Concentration \$0

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Continue to provide professional development opportunities for paraprofessionals to support the implementation of instructional programs. Training sessions will have strategies embedded to meet the unique needs of students living in poverty, English Learners and Foster Youth, and include both academic and social-emotional	Paraprofessionals in K-6 grades received 95% Group early literacy intervention training and provided direct services to students in the classroom. (Paraprofessionals received training through Goal 2, Action 3)	PARAPROFESSIONAL TRAINING Classified Personnel Salaries Supplemental and Concentration \$50,000	PARAPROFESSIONAL TRAINING Classified Personnel Salaries Supplemental and Concentration \$0
	Safe Lifting & Transferring Students with Physical Disabilities First Round of Training: 10/30/18	PARAPROFESSIONAL TRAINING Classified Benefits Supplemental and Concentration \$6,300	PARAPROFESSIONAL TRAINING Classified Benefits Supplemental and Concentration \$0

supports. The Director of Data and Instruction and the Special Education Director will:  
 \*Create and conduct a survey to determine professional development needs based on classroom assignment  
 \*Analyze needs  
 \*Coordinate professional opportunities  
 \*Evaluate the success of sessions  
 \*Create a plan for increasing participation  
 \*Ensure that new personnel are fully trained in district methods

Expenses: personnel, extra-time, professional development, materials

3 Health Aides & 13 Special Education Aides attended Second Round of Training: KCSOS Advanced Paraprofessional Series 2 Half Day Training: 11/15/18 & 12/13/18  
 8 Special Education Aides attended

PARAPROFESSIONAL TRAINING MATERIALS Books And Supplies Supplemental and Concentration \$5,000

PARAPROFESSIONAL TRAINING MATERIALS Books And Supplies Supplemental and Concentration \$0

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Continue to provide training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. The EL committee will continue to guide the decisions in	TK-8th grade teachers participated in Professional Learning to address the needs of English Learners in the following areas: August 8, 2018 Unlocking English Learners Potential: Strategies for Making Content Accessible (Integrated & Designated ELD) Follow-up: June 5-6, 2019 Integrated and Designated ELD using complex text, unpacking sentences and text reconstruction June 5-6, 2019 History-Social Science Integration into ELA using	NA	NA
		NA	ELLEVATION Services And Other Operating Expenditures Supplemental and Concentration \$24,189
		NA	SUBS Certificated Personnel Salaries Supplemental and Concentration \$237
		NA	SUBS Certificated Benefits Supplemental and Concentration \$45

<p>the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.</p> <p>Expenses: childcare, refreshments, supplies, personnel, systems, professional consultants, extra-time/substitutes, materials, professional development, conferences</p>	<p>complex text, unpacking sentences and text reconstruction</p> <p>Assistant Superintendent, Director of Curriculum and Instruction and TOSA provided the following training for teachers in grades TK-6th:</p> <p>ELPAC Training (Teachers &amp; Administrators) March 7, 2019 ELPAC Administration &amp; Talk About a Scene March 14, 2019 Talk About a Scene &amp; Speech Functions March 20, 2019 Support an Opinion March 21, 2019 Retell a Narrative March 27, 2019 Summarize an Academic Presentation</p> <p>The Assistant Superintendent and the Director of Student Services and Family supports facilitated the following: DELAC Parent Meetings October 25, 2018 November 29, 2018 January 24, 2019 February 28, 2019 March 29, 2019 April 25, 2019 May 22, 2019 June 7, 2019</p> <p>The Assistant Superintendent and the Director of Curriculum and Instruction facilitated monthly English Learners Advisory Meetings meetings with Assistant</p>	<p>PARENT TRAINING CHILD CARE Classified Personnel Salaries Supplemental and Concentration \$500</p> <p>PARENT TRAINING CHILD CARE Classified Benefits Supplemental and Concentration \$47</p> <p>PARENT TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$3,000</p> <p>PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <p>CONFERENCE / TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$8,000</p> <p>NA</p>	<p>PARENT TRAINING CHILD CARE Classified Personnel Salaries Supplemental and Concentration \$451</p> <p>PARENT TRAINING CHILD CARE Classified Benefits Supplemental and Concentration \$25</p> <p>PARENT TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$320</p> <p>PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>CONFERENCE / TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$2937</p> <p>PROF DEVELOPMENT Services And Other Operating Expenditures Base \$3,999.09</p>
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Principals to address the needs of  
English Language Learners  
including RFEP's, LTEL's,  
Newcomers and LCAP:

July 25, 2018

August 30, 2018

September 21, 2018

October 26, 2018

November 30, 2018

February 8, 2019

February 27, 2019

March 29, 2019

April 30, 2019

May 10, 2019

Ellevation is an English language  
program management system  
shared with site administrators to  
support the reclassification and  
monitoring of English Language  
Learner students.

Assistant Superintendent  
coordinated and facilitated  
Planning/Implementation Meetings  
with Title I secretary, Student  
Information Technician, Director of  
Technology and Director of  
Curriculum and Instruction:

December 12, 2018 Ellevation  
kick-off meeting

December 27, 2018 Criteria for  
management system design

January 18, 2019 Importing  
student data into Ellevation

March 15, 2019 Step Up to Writing  
data performance bands and  
assessment windows

March 20, 2019 Ellevation set up  
and assessment

March 29, 2019 Reclassification  
Design for Ellevation

April 4, 2019 Continue with  
Reclassification Design  
April 11, 2019 Design DIBELS  
composite score cut off for  
reclassification, creating, grade  
specific RFEP monitoring views,  
displaying ELA and math SBAC  
scores and course grades,  
reclassification teacher input form,  
RFEP monitoring form and plan  
trainer of trainers training  
May 15, 2019 Review platform  
design, review filter criteria,  
schedule training for staff  
June 25, 2019 Ellevation reports

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Continue with Accelerated Reader Program to address gaps in reading among unduplicated pupils as determined by STAR assessment data. Instructional staff will evaluate the overall status of student performance, plan for intervention or differentiation and prioritize student need, set individualized goals for improvement, support and monitor student reading, review Diagnostic Report data and/or the Class Record Book, recognize progress toward individual goals, and attend professional development as needed.	Director of Curriculum and Instruction coordinated the following: February 5, 2019 Live Webinar Accelerated Reader & STAR Q & A for K-6th grade teachers at Golden Oak [Computer Adaptive test, test preferences, screening, diagnostic and summary reports, AR (time to read, ZPD, level difficulty, interest level, points), Reading Logs & Scenarios]  Administration of STAR for Early Literacy, Reading Comprehension and Mathematics for Beginning of Year, Middle of Year, & End of Year	AR PROGRAM Services And Other Operating Expenditures Title I-A \$67,400  AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Personnel Salaries Supplemental and Concentration \$6,000  AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Benefits Supplemental and Concentration \$1,139  AR PROG DEV SUBS Certificated Personnel Salaries Supplemental and Concentration \$3,000	AR PROGRAM Services And Other Operating Expenditures Title I-A \$65,176  AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Personnel Salaries Supplemental and Concentration \$1,116  AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Benefits Supplemental and Concentration \$215  AR PROG DEV SUBS Certificated Personnel Salaries Supplemental and Concentration \$0
Expenses: professional development, extra-			

time/substitutes, system, materials, consultant, duplication

Available for site administration and teachers  
One 6 hour professional learning day  
4 live webinars per school site

AR PROG DEV SUBS  
Certificated Benefits  
Supplemental and Concentration  
\$583

AR PROG DEV SUBS  
Certificated Benefits  
Supplemental and Concentration  
\$0

AR PROGRAM SUPPLIES Books  
And Supplies Supplemental and  
Concentration \$2,000

AR PROGRAM SUPPLIES  
Books And Supplies  
Supplemental and Concentration  
\$0

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 Continue with one Student Information Systems Technician to generate absenteeism, suspensions and other district data monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely Chronic, provide assistance with P-1, P- 2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class, SARBS are accurately reflected on the student information system.	Training of staff conducted on report card system Assisted with beginning of year preparation for system transition for teachers, school office staff, site administration, district office Monthly: meeting with site clerks and secretaries to provide individualized support with new Student Information System Submission of CALPADS certification Assists with Williams required reporting of course description and teacher assigned (EL students and teacher assignments) Provides reports to administrators as needed for SARB, and attendance	SIS TECHNICIAN Classified Personnel Salaries Title I-A \$14,052	SIS TECHNICIAN Classified Personnel Salaries Title I-A \$12,702
		SIS TECHNICIAN Classified Benefits Supplemental and Concentration \$8,202	SIS TECHNICIAN Classified Benefits Supplemental and Concentration \$7,671
		SIS SUPPLIES Books And Supplies Supplemental and Concentration \$2,000	SIS SUPPLIES Books And Supplies Supplemental and Concentration \$0
Expenses: professional development, system, materials, duplication, conferences		SIS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$5,000	SIS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,019

## Action 14

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>2.14 Continue with the plan to address and monitor the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.</p> <p>Expenses: training, supplies, extra-time, personnel</p>	<p>Beginning October 8th the Facilities department began sanitizing one school per weekend. The sanitation staff consists of four (4) employees spraying and wiping all hard surfaces in the classrooms, offices, cafeterias, and playgrounds. The schedule for the sanitation is set to run through mid April 2019. As of 1/26/2019 each school site had been treated four (4) times with the sanitation solution.</p>	CUSTODIAL SANITATION TRAINING Classified Personnel Salaries Other \$5,000	CUSTODIAL SANITATION TRAINING Classified Personnel Salaries Other \$0
		CUSTODIAL SANITATION TRAINING Classified Benefits Other \$477	CUSTODIAL SANITATION TRAINING Classified Benefits Other \$0
		CUSTODIAL SANITATION SUPPLIES Services And Other Operating Expenditures Other \$10,000	CUSTODIAL SANITATION SUPPLIES Services And Other Operating Expenditures Other \$2,661
		CUSTODIAL SANITATION TRAINING Services And Other Operating Expenditures Other \$3,000	CUSTODIAL SANITATION TRAINING Services And Other Operating Expenditures Other \$0
		CUSTODIAL SANITATION SERVICES Classified Personnel Salaries Supplemental and Concentration \$15,000	CUSTODIAL SANITATION SERVICES Classified Personnel Salaries Supplemental and Concentration \$0
		CUSTODIAL SANITATION SERVICES Classified Benefits Supplemental and Concentration \$4,103	CUSTODIAL SANITATION SERVICES Classified Benefits Supplemental and Concentration \$0

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR meetings as needed, identifies supports to improve</p>	<p>School Counselor facilitated the following at Richland Junior High: Track data on Illuminate: Counseling referrals Monthly Positive Behavior Interventions and Supports (PBIS) meetings throughout the year Participates in SST/STAR meetings as needed</p>	COUNSELOR Certificated Personnel Salaries Supplemental and Concentration \$47,512	COUNSELOR Certificated Personnel Salaries Supplemental and Concentration \$47,512
		COUNSELOR Certificated Benefits Supplemental and Concentration \$18,141	COUNSELOR Certificated Benefits Supplemental and Concentration \$19,977
		COUNSELOR CONFERENCE AND SERVICE CONTRACTS	COUNSELOR CONFERENCE AND SERVICE CONTRACTS

student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social-emotional services.

Expenses: personnel, materials/supplies, professional development, conference, student incentives

Identifies supports to improve student learning, behavior and engagement  
Identifies appropriate interventions  
Referrals to outside agency (i.e. College Community Services, Mary K. Shell)

Services And Other Operating Expenditures Supplemental and Concentration \$8,875

BEHAVIOR INCENTIVES Books And Supplies Supplemental and Concentration \$4,000

Services And Other Operating Expenditures Supplemental and Concentration \$5,037

BEHAVIOR INCENTIVES Books And Supplies Supplemental and Concentration \$0

# Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.16 The Intervention Teacher will provide intervention services to students who are two or more grade levels behind in the area of Literacy at Richland Junior High. *The Intervention teacher will use district established entrance and exit criteria to serve students with highest need *The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services	The intervention teacher at Richland Jr. High provided the following direct services to students: Beginning of year: Identified students with DIBELS Determined program placement with Language Live! Established baseline  November: After school program for newcomers began (6 students attended) Intervention teacher, Academic Coach and content area teacher attended Newcomer Training  Ongoing: Intervention Progress monitoring	JR HIGH INTERVENTION TEACHER Certificated Personnel Salaries Supplemental and Concentration \$95,563  JR HIGH INTERVENTION TEACHER Certificated Benefits Supplemental and Concentration \$36,628  JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$1,400  JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Benefits Supplemental and Concentration \$272	JR HIGH INTERVENTION TEACHER Certificated Personnel Salaries Supplemental and Concentration \$90,753  JR HIGH INTERVENTION TEACHER Certificated Benefits Supplemental and Concentration \$32,207  JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$0  JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Benefits Supplemental and Concentration \$0
Expenses: personnel, professional development, materials, travel, extra-pay/substitutes			

	Increased after school training to 2 days/week	JR HIGH INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$1,000	JR HIGH INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$0
	27 students received services	JR HIGH INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$2,000	JR HIGH INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$0
		STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$2,500	STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$0
		STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$486	STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$0

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.17 A zero period will continue at the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day. Communication about the availability of this period will be principally directed to the parents of students identified as English Language Learners. A third zero period will be made available if enrollment of English Learners increases to meet the need of this unduplicated group.	The Richland Jr. High principal coordinated the following: September Letter sent to parents of ELL students introducing Zero period PE and electives  October Reviewed student response Adjusted schedules after first Quarter  November Placed 8 additional ELL students in zero period	ZERO PERIOD JR HIGH EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$8,500  ZERO PERIOD JR HIGH EXT TIME Certificated Benefits Supplemental and Concentration \$1,652	ZERO PERIOD JR HIGH EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$22,081  ZERO PERIOD JR HIGH EXT TIME Certificated Benefits Supplemental and Concentration \$4,259
Expenses: Extra-pay/personnel	January		

Sent additional letters inviting students to zero period

May  
Principal addressed zero period with incoming 6th grade students

## 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 overall implementation of the actions and services to achieve goal 2 and individualize the educational environment to ensure all students meet or exceed standards of achievement to fulfill 8th grade requirements are as follows:

Level 5: Full implementation and Sustainability

Action 2.2 - all school sites continued with class size reduction and six P.E. aides continued to assist in reducing the adult to student ratio at the elementary sites

Action 2.4 - Student Study Team training on how to conduct SST's was conducted at the start of the school year to support teachers on how to prescribe academic and behavioral interventions to improve outcomes for unduplicated students

Action 2.5 and 2.6 - school site secretaries and staff were provided training on the enrollment of homeless and foster students and McKinney-Vento. Families received assistance in finding shelter, food, job search, clothing, medical attention, and social-emotional services. Students were referred through the school referral process for basic services from the district Family Resource Center (Healthy Start). Foster children held the annual Christmas event, attended the YES conference as well field trips to John's Incredible, however no Foster Youth were transported to other districts. Funds from grants, and site allocations in place of S&C funds.

2.9- summer school was offered for students most in need of support including unduplicated students identified as LTEL, SDC, Migrant in grades K-7th. Students were provided academic instructional support, supplemented by art, science and hands on projects.

Action 2.12 - the implementation of the Renaissance Learning system was supported with additional professional development to increase the knowledge base of teachers and administrators on the features of the online system for student academic improvement and resources available for teachers, assessments were administered consistently across the district in comparison to prior years.

Action 2.13 - provided monthly grade level attendance reports to each site administrator, continually working with school site clerks and secretaries to identify attendance or enrollment abnormalities within families and providing data to best help support our students and families, identifying/projecting chronic absenteeism monthly, provided comparison data for students identified as chronic absentees last year and supporting documentation in the SARB process, continually updating/managing the SIS that feeds all other systems teachers use to directly support students

Action 2.14 - William's visits were successful with all four school sites receiving an overall rating of exemplary, in order to decrease student illness and improve attendance facilities were sanitized often and deep cleaning of classrooms and restrooms was conducted on a regular cycle. No new staff needed training and cost for personnel to sanitize classrooms received comp time.

Action 2.15 - the junior high counselor led the following school wide activities for students: Track data on Illuminate for Counseling referrals, Monthly Positive Behavior Interventions and Supports (PBIS) meetings, participated in SST/STAR meetings as needed, Identified supports to improve student learning, behavior and engagement, Identified appropriate interventions, referrals to outside agencies (i.e. College Community Services, Mary K. Shell). Chaperoned students on field trips and provided support to improve student's social skills (through action 3.9).

#### Level 4: Full Implementation

Action 2.3 - three intervention teachers provided instructional support to strategic and intensive students in the Learning Center, and participated in professional development for the implementation of 95% literacy intervention program, additional instructional support through paraprofessionals to reduce group size for improvement of reading intervention program implementation

Action 2.7 - ten GATE teachers provided identified gifted students with a challenging and engaging differentiated instruction, GATE committee was established and the GATE plan has been revised.

Action 2.11- teachers received in depth professional development on ELD standards and strategies for integrated/designated ELD across the content areas, ELPAC administration training for teachers in grades TK-8th, DELAC meetings for parents were offered monthly and included information on the progress of students identified as EL's, LCAP, Reclassification and EL student progress. There was a significant increase in parent participation in ELAC and DELAC meetings. Administrators and the ELAC/DELAC parent committees were trained on the federal and state requirements for EL's, transitioning to the ELPAC and the reclassification criteria

Action 2.10 - paraprofessionals participated in the following professional development opportunities: 95% intervention program in order to provide intervention in literacy to students who are not on track in reading, additional training was provided in the following areas: safe lifting and transferring of students with physical disabilities

Action 2.16 - first year of implementation of one period of intervention for 27 students in English Language Arts including providing support for Newcomers. SST stipend was paid out of action 2.4

#### Level 3: Initial Implementation

Action 2.1 - site administrators determined individual needs and used funds to reduce chronic absenteeism and suspension, addressed areas of need in ELA and Mathematics, and improving school climate. Sites addressed areas in RED and ORANGE and supported teachers in good first instruction, MTSS, behavior incentives to support PBIS, ELD, and Project Lead the Way

Action 2.17 -letters sent to parent of EL students regarding the additional zero period, PE, and electives, students were enrolled, and information was provided to incoming 6th grade students

#### Level 2: Beginning Development

Action 2.8 - teachers continued to be trained on the NGSS Framework, the conceptual shifts, the three dimensions of learning and the performance expectations on the NGSS, the Next Generation Science Standards Committee met monthly and continued to work on the implementation of NGSS, teachers reviewed instructional materials and provided input for future professional development

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

The overall effectiveness of the actions in goal two had a direct impact on student performance as evidenced by:

English Language Arts growth in the Performance Indicator for the “All” student group, which increased by 6.7 points maintaining a Performance Level (Yellow). In addition the following groups demonstrated movement towards Standard Met:

Hispanic: +7.5 points

English Learners: +4.5 points

Socioeconomically Disadvantaged (SED): +7 points

Students with Disabilities: +7.8 points

Mathematics growth in the performance levels for the “All” student group, which increased by 6.3 points with a Performance Level (Yellow) in Mathematics. The following groups also demonstrated movement towards Standard Met:

Asian: +12.2 points

Hispanic: +6.7 points

English Learners: +7.4 points

Socioeconomically Disadvantaged: +7.1 points

Students with Disabilities: +9.4 points

The Richland School District chronically absent rate is 10.5% which was maintained at -0.4% as indicated in the California School Dashboard.

The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.

58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

49% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

56% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action	Funding Source	Budget
Estimated Actual Percentage Spent Material Reason		
Prof Dev, After School Academies, Subs, Clubs, etc. Salaries	S & C	\$ 57,385.00 \$ 57,134.00
100%		
Prof Dev, After School Academies, Subs, Clubs, etc. Benefits	S & C	\$ 11,135.00 \$ 10,317.00
93%		
Student Services Staff and Classroom Aides Salaries	S & C	\$ 232,313.00 \$ 273,494.00
118% Increase Hours During Year		
Student Services Staff and Classroom Aides Benefits	S & C	\$ 80,995.00 \$ 107,897.00
133% Increase Hours During Year		
Classroom Supplies, Tech and Student Incentives	S & C	\$ 247,137.00 \$
159,774.00 65% Funds transferred to other budgets		
Professional Services, Student Programs and Curriculum Programs	S & C	\$ 6,585.00 \$ 14,463.00
220% Funds transferred from other budgets		
Class size reduction Salaries	S & C	\$ 1,421,250.24 \$ 1,566,913.00
110%		
Class Size Reduction Benefits	S & C	\$ 632,106.00 \$ 653,182.00
103%		
PE Class Aides Salaries	S & C	\$ 67,401.00 \$ 76,710.00
114% Additional PE Aide added mid year		
PE Class Aides Benefits	S & C	\$ 8,566.00 \$
7,219.00 84% Additional PE Aide added mid year		
Teacher Class Overload Salaries	S & C	\$ 50,000.00 \$ 94,238.00
188% Larger than anticipated class size at Jr High		
Teacher Class Overload Benefits	S & C	\$ 9,715.00 \$ 17,247.00
178% Larger than anticipated class size at Jr High		
New Classroom Supplies	S & C	\$ 5,000.00 \$ 6,076.00
122% New Classroom supplies		
PE Assessment Tools	S & C	\$ 2,000.00 \$ -
0% PE Assessments completed as required, no additonal supplies acquired in curren year		
Intervention Teacher Salaries	S & C	\$ 283,936.00 \$
281,383.00 99%		
Intervention Teacher Benefits	S & C	\$ 106,348.00 \$
102,538.00 96%		
Intervention Teacher Supplies	S & C	\$ 1,500.00 \$
393.69 26% Supplies not acquired		

Intervention Teacher Conference 0% Conference budget not used, One Elem Intervention Teacher attended 95% Group Conf, paid with different goal and action	S & C	\$ 3,000.00	\$ -
Paraprofessional Staff Salaries 21% Para positions added late in year	S & C	\$ 204,652.00	\$ 43,932.00
Paraprofessional Staff Benefits 79% Para positions added late in year	S & C	\$ 11,700.00	\$ 9,279.00
STAR Team Stipend Salaries 36,300.00 92%	S & C	\$ 39,600.00	\$
STAR Team Stipend Benefits 6,636.00 91%	S & C	\$ 7,296.00	\$
Books and Supplies for STAR - 0% Items provided via digital format, no expense required	S & C	\$ 4,000.00	\$
Parent Educator Supplies 56% Items not acquired	S & C	\$ 2,500.00	\$ 1,398.00
Parent Educator Salary 9,138.00 90%	Title I-A	\$ 10,175.00	\$
Parent Educator Benefits 88% Cost of benefits less than projected	Title I-A	\$ 7,427.00	\$ 6,534.00
Parent Educator Salary 104%	Other	\$ 23,741.00	\$ 24,600.00
Parent Educator Benefits 97%	Other	\$ 17,328.00	\$ 16,849.00
Director Student and Family Services Salary 50% Director position vacant during year	S & C	\$ 39,432.00	\$ 19,631.00
Director Student and Family Services Benefits 51% Director position vacant during year	S & C	\$ 15,162.00	\$ 7,756.00
Foster Program Supplies 51% Less supplies acquired than anticipated	S & C	\$ 5,000.00	\$ 2,551.00
Foster Program Transportation 0% Transportation not needed for students to participate in planned events	S & C	\$ 5,000.00	\$ -
Foster Program Professional Development 12% Prof Devel not acquired	S & C	\$ 2,500.00	\$ 289.00
Attendance Incentives 74% Less than anticipated items purchased	S & C	\$ 15,000.00	\$ 11,174.00
Family Services Conferences 2,599.00 104%	S & C	\$ 2,500.00	\$

Attention to Attendance System	S & C	\$	30,000.00	\$	-
0% Program not acquired, new SIS (student information system) provides similar service.					
GATE Cluster Teachers' Salaries	S & C	\$	814,946.00	\$	912,552.00
112% Salaries higher than budget projection					
GATE Cluster Teachers Benefits	S & C	\$	329,858.00	\$	346,846.00
105% Benefits higher than budget projection					
GATE Supplies	S & C	\$	2,000.00	\$	2,139.00
107%					
GATE Conferences	S & C	\$	8,000.00	\$	
20,386.00 255% More than anticipated conferences attended					
GATE Clerk Salary	S & C	\$	4,622.00	\$	
4,237.00 92%					
GATE Clerk Benefits	S & C	\$	2,888.00	\$	2,769.00
96%					
NGSS Supplies and Resources	S & C	\$	100,000.00	\$	42,063.00
42% Less than anticipated items purchased					
NGSS Conferences	S & C	\$	15,000.00	\$	1,600.00
11% Less than anticipated conference attended					
NGSS Subs Salaries	S & C	\$	20,000.00	\$	8,850.00
44% Subs used not budgeted					
NGSS Subs Benefits	S & C	\$	3,886.00	\$	1,019.00
26% Subs used not budgeted					
NGSS X Time Salaries	S & C	\$	20,000.00	\$	49,675.00
248% Salaries higher than budget projection					
NGSS X Time Benefits	S & C	\$	3,886.00	\$	9,407.00
242% Benefits higher than budget projection					
Summer LTEL Program Salaries	S & C	\$	90,000.00	\$	41,250.00
46% Salaries less than expected used					
Summer LTEL Program Benefits	S & C	\$	16,710.00	\$	7,382.00
44% Benefits less than expected used					
Summer LTEL Supplies	S & C	\$	15,500.00	\$	20,644.00
133% Greater than anticipated supplies purchased					
Summer LTEL Program Consultant	S & C	\$	1,000.00	\$	4,275.00
428% Consultant higher than budget projection					
Summer LTEL Aides Salaries	S & C	\$	11,000.00	\$	
9,523.00 87% Salaries less than expected used					
Summer LTEL Aides Benefits	S & C	\$	1,029.00	\$	
1,581.00 154% Benefits higher than budget projection					

Supplemental Tutoring X time Salary	S & C	\$	25,000.00	\$	-
0% Extra Time Salary not used					
Supplemental Tutoring X time Benefits	S & C	\$	3,150.00	\$	-
0% Extra Time Salary not used					
Supplemental Tutoring Services	Title I		\$	0	\$
112,913 100% Tutoring Services provided through Professional Tutors of America					
Aides Training Salaries	S & C	\$	50,000.00	\$	-
0% Paraprofessionals received training through Goal 2, Action 3					
Aides Training Benefits	S & C	\$	6,300.00	\$	-
0% Paraprofessionals received training through Goal 2, Action 3					
Aides Training Materials	S & C	\$	5,000.00	\$	
- 0% Materials purchased using Goal 2, Action 3					
ELLEVATION SYSTEM	S & C	\$	0.00	\$	
24,189.00 24189% Program purchased not budgeted					
Subs Certificated Salaries	S & C	\$	0.00	\$	237.00
237% Subs used not budgeted					
Subs Certificated Benefits	S & C	\$	0.00	\$	45.00
45% Subs used not budgeted					
Parent Training Child Care Salary	S & C	\$	500.00	\$	
451.00 90%					
Parent Training Child Care Benefits	S & C	\$	47.00	\$	25.00
53% Benefits less than expected used					
Parent Training Supplies	S & C	\$	3,000.00	\$	
320.00 11% Supplies not acquired					
Professional Development	S & C	\$	2,000.00	\$	-
0% PD provided using Base Grant Funds					
Professional Development	Base Grant	\$	0.00	\$	3,999.09
100% PD provided using Base Grant Funds					
Conference Travel	S & C	\$	8,000.00	\$	
2,937.00 37% Travel cost not as anticipated					
AR Program	Title I-A	\$	67,400.00	\$	
65,176.00 97%					
AR Prof Dev X time/date/collection Salaries	S & C	\$	6,000.00	\$	
1,116.00 19% Salaries budgeted not used					
AR Prof Dev X time/date/collection Benefits	S & C	\$	1,139.00	\$	
215.00 19% Benefits budgeted not used					
AR Program Development Sub Salaries	S & C	\$	3,000.00	\$	
- 0% Subs not used due to training provided after school					

AR Program Development Sub Benefits	S & C	\$	583.00	\$	
- 0% Subs not used due to training provided after school					
AR Program Supplies	S & C	\$	2,000.00	\$	-
0% Supplies not acquired, materials provided digitally as needed					
SIS Tech Salary	Title I-A	\$	14,052.00	\$	12,702.00
90%					
SIS Tech Benefits	S & C	\$	8,202.00	\$	
7,671.00 94%					
SIS Supplies	S & C	\$	2,000.00	\$	-
0% Supplies provided as needed from District Office inventory					
SIS Conferences	S & C	\$	5,000.00	\$	1,019.00
20% Conference less than anticipated					
Custodial Sanitation Training Salaries	Other	\$	5,000.00	\$	-
0% Sanitation Training not performed, no new staff to train in 18-19					
Custodial Sanitation Training Benefits	Other	\$	477.00	\$	-
0% Sanitation Training not performed, no new staff to train in 18-19					
Custodial Sanitation Training Supplies	Other	\$	10,000.00	\$	2,661.00
27% Less than needed supplies					
Custodial Sanitation Training	Other	\$	3,000.00	\$	
- 0% No training services needed					
Custodial Sanitation Services Salaries	S & C	\$	15,000.00	\$	-
0% Custodial not charged to this account, time worked provided in compensation time off of duty					
Custodial Sanitation Services Benefits	S & C	\$	4,103.00	\$	-
0% Custodial not charged to this account, time worked provided in compensation time off of duty					
Counselor Salary	S & C	\$	47,512.00	\$	47,512.00
100%					
Counselor Benefits	S & C	\$	18,141.00	\$	19,977.00
110%					
Counselor Conference and Service Contracts	S & C	\$	8,875.00	\$	5,037.00
57% Less than needed conference					
Behavior Incentives	S & C	\$	4,000.00	\$	
- 0% Items provided through Goal 3, Action 9 and Site SPSA					
RJH Intervention Teacher Salary	S & C	\$	95,563.00	\$	90,753.00
95%					
RJH Intervention Teacher Benefits	S & C	\$	36,628.00	\$	
32,207.00 88%					
RJH Intervention Teacher subs and X time Salary	S & C	\$	1,400.00	\$	
- 0% Subs provided through site funds (SPSA - Title I)					

RJH Intervention Teacher subs and X time Benefits	S & C	\$	272.00	\$	-
0% Subs provided through site funds (SPSA - Title I)					
RJH Intervention Teacher Supplies	S & C	\$	1,000.00	\$	
- 0% Supplies provided through site funds (SPSA - Title I)					
RJH Intervention Teacher Conference	S & C	\$	2,000.00	\$	-
0% Conference expense provided through site funds (SPSA - Title I)					
RJH STAR TEAM Stipend Salary	S & C	\$	2,500.00	\$	-
0% Stipend paid through Goal 2 Action 4					
RJH STAR TEAM Stipend Benefits	S & C	\$	486.00	\$	-
0% Stipend paid through Goal 2 Action 4					
Zero Period RJH Salary	S & C	\$	8,500.00	\$	
22,081.00 260% Second zero period offered					
Zero Period RJH Benefits	S & C	\$	1,652.00	\$	4,259.00
258% Second zero period offered					

Action	Funding Source	Budget	Estimated Actual	Percentage Spent	Material Reason
Prof Dev, After School Academics, Subs, Clubs, etc. Salaries	S & C	\$ 57,385.00	\$ 57,134.00	100%	
Prof Dev, After School Academics, Subs, Clubs, etc. Benefits	S & C	\$ 11,135.00	\$ 10,317.00	93%	
Student Services Staff and Classroom Aides Salaries	S & C	\$ 232,313.00	\$ 273,494.00	118%	Increase Hours During Year
Student Services Staff and Classroom Aides Benefits	S & C	\$ 80,995.00	\$ 107,897.00	133%	Increase Hours During Year
Classroom Supplies, Tech and Student Incentives	S & C	\$ 247,137.00	\$ 159,774.00	65%	Funds transferred to other budgets
Professional Services, Student Programs and Curriculum Programs	S & C	\$ 6,585.00	\$ 14,483.00	220%	Funds transferred from other budgets
Class size reduction Salaries	S & C	\$ 1,421,250.24	\$ 1,566,913.00	110%	
Class Size Reduction Benefits	S & C	\$ 632,186.00	\$ 653,182.00	103%	
PE Class Aides Salaries	S & C	\$ 87,401.00	\$ 76,710.00	114%	
PE Class Aides Benefits	S & C	\$ 8,566.00	\$ 7,219.00	84%	Additional PE Aide added mid year
Teacher Class Overload Salaries	S & C	\$ 50,000.00	\$ 94,238.00	188%	Additional PE Aide added mid year
Teacher Class Overload Benefits	S & C	\$ 9,715.00	\$ 17,247.00	178%	Larger than anticipated class size at Jr High
New Classroom Supplies	S & C	\$ 5,000.00	\$ 6,076.00	122%	Larger than anticipated class size at Jr High
PE Assessment Tools	S & C	\$ 2,000.00	\$ -	0%	New Classroom supplies
Intervention Teacher Salaries	S & C	\$ 283,926.00	\$ 281,383.00	99%	PE Assessments completed as required, no additional supplies acquired in current year
Intervention Teacher Benefits	S & C	\$ 106,348.00	\$ 102,538.00	96%	
Intervention Teacher Supplies	S & C	\$ 1,500.00	\$ 393.69	26%	Supplies not acquired
Intervention Teacher Conference	S & C	\$ 3,000.00	\$ -	0%	Conference budget not used, One Elem Intervention Teacher attended 95% Group Conf, paid with different goal and action
Paraprofessional Staff Salaries	S & C	\$ 204,682.00	\$ 43,932.00	21%	Para positions added late in year
Paraprofessional Staff Benefits	S & C	\$ 11,700.00	\$ 9,279.00	79%	Para positions added late in year
STAR Team Stipend Salaries	S & C	\$ 39,600.00	\$ 36,300.00	92%	
STAR Team Stipend Benefits	S & C	\$ 7,296.00	\$ 6,636.00	91%	
Books and Supplies for STAR	S & C	\$ 4,000.00	\$ -	0%	Items provided via digital format, no expense required
Parent Educator Supplies	S & C	\$ 2,500.00	\$ 1,398.00	56%	Items not acquired
Parent Educator Salary	Title I-A	\$ 10,175.00	\$ 9,138.00	90%	
Parent Educator Benefits	Title I-A	\$ 7,427.00	\$ 6,534.00	88%	Cost of benefits less than projected
Parent Educator Salary	Other	\$ 23,741.00	\$ 24,600.00	104%	
Parent Educator Benefits	Other	\$ 17,328.00	\$ 16,849.00	97%	
Director Student and Family Services Salary	S & C	\$ 39,432.00	\$ 19,631.00	50%	Director position vacant during year
Director Student and Family Services Benefits	S & C	\$ 15,162.00	\$ 7,756.00	51%	Director position vacant during year
Foster Program Supplies	S & C	\$ 5,000.00	\$ 2,551.00	51%	Less supplies acquired than anticipated
Foster Program Transportation	S & C	\$ 5,000.00	\$ -	0%	Transportation not needed for students to participate in planned events
Foster Program Professional Development	S & C	\$ 2,500.00	\$ 289.00	12%	Prof Devel not acquired
Attendance Incentives	S & C	\$ 15,000.00	\$ 11,174.00	74%	Less than anticipated items purchased
Family Services Conferences	S & C	\$ 2,500.00	\$ 2,599.00	104%	
Attention to Attendance System	S & C	\$ 30,000.00	\$ -	0%	Program not acquired, new SIS (student information system) provides similar service.
GATE Cluster Teachers Salaries	S & C	\$ 814,946.00	\$ 912,552.00	112%	Salaries higher than budget projection
GATE Cluster Teachers Benefits	S & C	\$ 329,858.00	\$ 346,846.00	105%	Benefits higher than budget projection
GATE Supplies	S & C	\$ 2,000.00	\$ 2,139.00	107%	
GATE Conferences	S & C	\$ 8,000.00	\$ 20,386.00	255%	More than anticipated conferences attended
GATE Clerk Salary	S & C	\$ 4,622.00	\$ 4,237.00	92%	
GATE Clerk Benefits	S & C	\$ 2,868.00	\$ 2,769.00	96%	
NGSS Supplies and Resources	S & C	\$ 100,000.00	\$ 42,063.00	42%	Less than anticipated items purchased
NGSS Conferences	S & C	\$ 15,000.00	\$ 1,600.00	11%	Less than anticipated conference attended
NGSS Subs Salaries	S & C	\$ 20,000.00	\$ 8,850.00	44%	Subs used not budgeted
NGSS Subs Benefits	S & C	\$ 3,886.00	\$ 1,019.00	26%	Subs used not budgeted
NGSS X Time Salaries	S & C	\$ 20,000.00	\$ 49,675.00	248%	Salaries higher than budget projection
NGSS X Time Benefits	S & C	\$ 3,886.00	\$ 9,407.00	242%	Benefits higher than budget projection
Summer LTEL Program Salaries	S & C	\$ 90,000.00	\$ 41,250.00	46%	Salaries less than expected used
Summer LTEL Program Benefits	S & C	\$ 16,710.00	\$ 7,382.00	44%	Benefits less than expected used
Summer LTEL Supplies	S & C	\$ 15,500.00	\$ 20,644.00	133%	Greater than anticipated supplies purchased
Summer LTEL Program Consultant	S & C	\$ 1,000.00	\$ 4,275.00	428%	Consultant higher than budget projection
Summer LTEL Aides Salaries	S & C	\$ 11,000.00	\$ 9,523.00	87%	Salaries less than expected used
Summer LTEL Aides Benefits	S & C	\$ 1,029.00	\$ 1,581.00	154%	Benefits higher than budget projection
Supplemental Tutoring X time Salary	S & C	\$ 25,000.00	\$ -	0%	Extra Time Salary not used
Supplemental Tutoring X time Benefits	S & C	\$ 3,150.00	\$ -	0%	Extra Time Salary not used
Supplemental Tutoring Services	Title I	\$ 0	\$ 112,913	100%	Tutoring Services provided through Professional Tutors of America
Aides Training Salaries	S & C	\$ 50,000.00	\$ -	0%	Paraprofessionals received training through Goal 2, Action 3
Aides Training Benefits	S & C	\$ 6,300.00	\$ -	0%	Paraprofessionals received training through Goal 2, Action 3
Aides Training Materials	S & C	\$ 5,000.00	\$ -	0%	Materials purchased using Goal 2, Action 3
ELEVATION SYSTEM	S & C	\$ 0.00	\$ 24,189.00	24189%	Program purchased not budgeted
Subs Certificated Salaries	S & C	\$ 0.00	\$ 237.00	237%	Subs used not budgeted
Subs Certificated Benefits	S & C	\$ 0.00	\$ 45.00	45%	Subs used not budgeted
Parent Training Child Care Salary	S & C	\$ 500.00	\$ 451.00	90%	
Parent Training Child Care Benefits	S & C	\$ 47.00	\$ 25.00	53%	Benefits less than expected used
Parent Training Supplies	S & C	\$ 3,000.00	\$ 320.00	11%	Supplies not acquired
Professional Development	S & C	\$ 2,000.00	\$ -	0%	PO provided using Base Grant Funds
Professional Development	Base Grant	\$ 0.00	\$ 3,999.00	100%	PO provided using Base Grant Funds
Conference Travel	S & C	\$ 8,000.00	\$ 2,937.00	37%	Travel cost not as anticipated
AR Program	Title I-A	\$ 67,400.00	\$ 65,176.00	97%	
AR Prof Dev X time/date/collection Salaries	S & C	\$ 6,000.00	\$ 1,116.00	19%	Salaries budgeted not used
AR Prof Dev X time/date/collection Benefits	S & C	\$ 1,139.00	\$ 215.00	19%	Benefits budgeted not used
AR Program Development Sub Salaries	S & C	\$ 3,000.00	\$ -	0%	Subs not used due to training provided after school
AR Program Development Sub Benefits	S & C	\$ 683.00	\$ -	0%	Subs not used due to training provided after school
AR Program Supplies	S & C	\$ 2,000.00	\$ -	0%	Supplies not acquired, materials provided digitally as needed
SIS Tech Salary	Title I-A	\$ 14,052.00	\$ 12,702.00	90%	
SIS Tech Benefits	S & C	\$ 8,202.00	\$ 7,871.00	94%	
SIS Supplies	S & C	\$ 2,000.00	\$ -	0%	Supplies provided as needed from District Office inventory
SIS Conferences	S & C	\$ 5,000.00	\$ 1,019.00	20%	Conference less than anticipated
Custodial Sanitation Training Salaries	Other	\$ 5,000.00	\$ -	0%	Sanitation Training not performed, no new staff to train in 18-19
Custodial Sanitation Training Benefits	Other	\$ 477.00	\$ -	0%	Sanitation Training not performed, no new staff to train in 18-19
Custodial Sanitation Training Supplies	Other	\$ 10,000.00	\$ 2,661.00	27%	Less than needed supplies
Custodial Sanitation Training	Other	\$ 3,000.00	\$ -	0%	No training services needed
Custodial Sanitation Services Salaries	S & C	\$ 15,000.00	\$ -	0%	Custodial not charged to this account, time worked provided in compensation time off of duty
Custodial Sanitation Services Benefits	S & C	\$ 4,103.00	\$ -	0%	Custodial not charged to this account, time worked provided in compensation time off of duty
Counselor Salary	S & C	\$ 47,512.00	\$ 47,512.00	100%	
Counselor Benefits	S & C	\$ 18,141.00	\$ 19,977.00	110%	
Counselor Conference and Service Contracts	S & C	\$ 8,875.00	\$ 5,037.00	57%	Less than needed conference
Behavior Incentives	S & C	\$ 4,000.00	\$ -	0%	Items provided through Goal 3, Action 9 and Site SP5A
RJH Intervention Teacher Salary	S & C	\$ 95,563.00	\$ 90,753.00	95%	
RJH Intervention Teacher Benefits	S & C	\$ 36,626.00	\$ 32,207.00	88%	
RJH Intervention Teacher subs and X time Salary	S & C	\$ 1,400.00	\$ -	0%	Subs provided through site funds (SP5A - Title I)
RJH Intervention Teacher subs and X time Benefits	S & C	\$ 272.00	\$ -	0%	Subs provided through site funds (SP5A - Title I)
RJH Intervention Teacher Supplies	S & C	\$ 1,000.00	\$ -	0%	Supplies provided through site funds (SP5A - Title I)
RJH Intervention Teacher Conference	S & C	\$ 2,000.00	\$ -	0%	Conference expense provided through site funds (SP5A - Title I)
RJH STAR TEAM Stipend Salary	S & C	\$ 2,500.00	\$ -	0%	Stipend paid through Goal 2 Action 4
RJH STAR TEAM Stipend Benefits	S & C	\$ 486.00	\$ -	0%	Stipend paid through Goal 2 Action 4
Zero Period RJH Salary	S & C	\$ 8,500.00	\$ 22,081.00	260%	Second zero period offered
Zero Period RJH Benefits	S & C	\$ 1,652.00	\$ 4,259.00	258%	Second zero period offered

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.

Increase efforts to reduce absenteeism (Action 2.1 Page 176)

Increased efforts to support identified ATSI school (Golden Oak) by planning for future support in collaboration with KCSOS for analysis of performance gaps (modified Action 2.1, page 176)

Increase efforts to improve the School Climate at Richland Junior High (Action 2.1, Page 176)

There is a need to provide coordinating support for special projects district wide including but not limited to Learning Centers, 95% Group, GATE (PLTW), PIR preschool inclusion services (Action 2.3, page 182, Action 2.6, page 188, Action 2.7, page 191)

Decrease the percentage of students not meeting 8th grade graduation requirements by providing support based on individualized student needs (Action 2.16, page 212)

Increase the number of English Language Learners participating in zero period (Action 2.17, Page 215)

# 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

Goal 3: Working with our community to create a culture of collaboration and a positive school climate to ensure student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3(a): Efforts to seek parent input in making decisions</p> <p><b>18-19</b> Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update &amp; Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.</p> <p><b>Baseline</b> Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update &amp; Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory</p>	<p>Priority 3(a): The Richland School District invited 100% of parents through School Messenger automated phone calls, flyers, personal phone calls, and encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: Superintendent Forums, LCAP Forums, Annual LCAP Update &amp; Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory Committee (DELAC), Title I Meeting, Coffee with School Site Principals, PTO, Arena Day, Open House, Title I Meeting Band Booster and by parent request as determined by site and district sign-ins and council's ability to meet quorum.</p>

## Expected

Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.

### **Metric/Indicator**

Priority 3(b):

How district promotes participation of parents for unduplicated pupils

### **18-19**

The Richland School District will continue to increase its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year.

### **Baseline**

The Richland School District increased its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year.

### **Metric/Indicator**

Priority 3(c):

How district promotes participation of parents for pupils with exceptional needs

### **18-19**

The Richland School District will continue to increase its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year.

### **Baseline**

The Richland School District increased its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site

## Actual

Priority 3(b):

The Richland School District invited 100% of parents for unduplicated pupils through School Messenger automated phone calls, flyers, personal phone calls, and by encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.

Priority 3(c):

The Richland School District invited 100% of parents with exceptional needs through School Messenger automated phone calls, flyers, letters, personal phone calls to participate in providing input in making decisions for district and school sites by participating in: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.

## Expected

assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance and other events throughout the school year.

### **Metric/Indicator**

Priority 5(a):  
School attendance rates

### **18-19**

The Richland School District will maintain/increase the school attendance rate of 95.65% as determined by 2018-2019 uncertified local data.

### **Baseline**

The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.

### **Metric/Indicator**

Priority 5(b):  
Chronic absenteeism rates

### **18-19**

The Richland School District chronic absenteeism rate will decrease by .5% to 10.4% as determined by new DataQuest reports.

### **Baseline**

The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.

## Actual

### Priority 5(a):

The Richland School District attendance rate is 95.46% as determined by 2018-2019 uncertified local data.

Uncertified Attendance Rates		
Site	May 7, 2018	May 3, 2019
Golden Oak	95.64%	95.32%
Redwood	95.82%	95.45%
Richland JH	95.7%	95.92%
Sequoia	95.43%	95.20%
District Rate	95.65%	95.46%

### Priority 5(b):

The Richland School District chronic absenteeism rate is 10.5% as determined by the state DATAQuest reporting system.

## Expected

## Actual

2016-2017 Chronic Absenteeism Rate by School							
School Site	All	SED	Migrant	SWD	Foster Youth	English Learners	Homeless
Golden Oak	8.3% (83)	8.8% (83)	5.1% (2)	10.4% (8)	0.0% (0)	7.1% (37)	12.5% (2)
Redwood	13.3% (132)	13.8% (131)	10.5% (2)	15.8% (12)	0.0% (0)	9.2% (46)	*
Sequoia	12.5% (114)	13.2% (106)	20.0% (10)	17.6% (22)	0.0% (0)	9.9% (24)	*
Richland JH	9.7% (78)	10.2% (77)	4.2% (1)	12.8% (12)	*	10.4% (41)	*
District	10.9% (400)	11.4% (390)	10.5% (15)	14.5% (54)	*	8.9% (145)	10% (4)
*Denotes-data may be suppressed with an asterisk to protect student privacy							
2017-2018 Chronic Absenteeism Rate by School							
School Site	All	SED	Migrant	SWD	Foster Youth	English Learners	Homeless
Golden Oak	11.7% (97)	12.0% (95)	7.1% (4)	16.9% (12)	0%	9.7% (39)	29.8% (14)
Redwood	8.8% (76)	9.1% (76)	21.1% (4)	16.7% (12)	0%	8.1% (35)	28.6% (2)
Sequoia	10.8% (87)	11.2% (80)	15.9% (10)	*	0%	8.8% (28)	*
Richland JH	10.7% (80)	11.0% (76)	9.5% (4)	12.7% (13)	*	11.2% (23)	*
District	10.5% (338)	10.6% (355)	11.7% (21)	15.2% (56)	*	9.5% (143)	28.3% (17)
*Denotes-data may be suppressed with an asterisk to protect student privacy							

### Metric/Indicator

Priority 5(c):  
Middle school dropout rates

### 18-19

The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.

### Baseline

The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.

### Metric/Indicator

### Priority 5(c):

The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.

### Priority 5(d):

High School dropout rates are Not Applicable.

## Expected

Priority 5(d):  
High school dropout rates

**18-19**  
Not Applicable

**Baseline**  
Not Applicable

### Metric/Indicator

Priority 5(e):  
High school graduation rates

**18-19**  
Not Applicable

**Baseline**  
Not Applicable

### Metric/Indicator

Priority 6(a):  
Pupil suspension rates

**18-19**  
The Richland School District will decrease the student suspension rate to 2.6% during the academic year as determined on the State Dashboard.

**Baseline**  
The Richland School District suspension rate is 4.10% as determined on the State Dashboard.

### Metric/Indicator

Priority 6(b):  
Pupil expulsion rates

**18-19**  
The Richland School District will continue to maintain the Pupil Expulsion Rate at 0% as determined by the local Data System.

## Actual

Priority 5(e):  
High School graduation rates are Not Applicable.

Priority 6(a):  
The Richland School District suspension rate is 2.5% in the “Maintained Status” which indicates a decrease of -0.2% percentage points from 2016-2017 to 2017-2018 as determined by the California Department of Education-Dataquest Suspension Report.

Richland School District Suspension count by Most Serious Offense Category			
2014-2015 (Suspension Rate 4.1%)	2015-2016 (Suspension Rate 2.5%)	2016-2017 (Suspension Rate 2.7%)	2017-2018 (Suspension Rate 2.5%)
#1 Violent Incident (No Injury)	#1 Defiance Only	#1 Violent Incident (No Injury)	#1 Violent Incident (No Injury)
#2 Defiance Only	#2 Violent Incident (No Injury)	#2 Defiance Only	#2 Defiance Only
#3 Violent Incident (Injury)	#3 Illicit Drug Related	#3 Illicit Drug Related	#3 Illicit Drug Related

Priority 6(b):  
The Richland School District Pupil Expulsion Rate was maintained at 0% as determined by the DataQuest reports.

## Expected

### Baseline

The Richland School District maintained the Pupil Expulsion Rate at 0% as determined by eSchool Data System.

### Metric/Indicator

Priority 6(c):Sense of safety and school connectedness

#### 18-19

88.66% of 4-6 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

76.33% of 4-6 grade pupils will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

57% of 7-8 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

66% of 7-8 grade pupils will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

46% of parents will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

41.5% of parents will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

46% of teachers will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

51.25% of teachers will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

### Baseline

79.66 % of 4-6 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

67.33% of 4-6 grade pupils have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

## Actual

Priority 6(c):

76% of 5th grade pupils reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

71% of 5th grade pupils reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

56% of 7th grade pupils reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

57% of 7th grade pupils reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

42% of parents reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

46.75% of parents reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

47% of teachers reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

41% of teachers reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

## Expected

48% of 7-8 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

57% of 7-8 grade pupils have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

37% of parents have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

32.5% of parents have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

37% of teachers have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

42.25% of teachers have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

## 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 Continue to improve established communication system to invite stakeholders to participate in district and school site events and advisory councils to increase parent participation including unduplicated pupils and pupils with exceptional needs parents. Send communication via mail, phone calls, text messaging, email, and flyers in Thursday's folder with	Illuminate Parent Portal Student Thursday Folder District Parent Calendar Vinyl Posters Magnets Tardy Signs Phone Calls Reminders to parents via text messaging apps	SCHOOL MESSENGER Services And Other Operating Expenditures Supplemental and Concentration \$7,000	SCHOOL MESSENGER Services And Other Operating Expenditures Supplemental and Concentration \$2,421
		STAKEHOLDER COMM SUPPLIES Books And Supplies Supplemental and Concentration \$5,000	STAKEHOLDER COMM SUPPLIES Books And Supplies Supplemental and Concentration \$150

students. School clerks will ensure information system is updated regularly during the school year.

Expenses: personnel, extra-time, messaging voice system, copies, materials, training costs

Letter notices to explain parent involvement in SSC, ELAC, Parent Boosters  
Automated reminders via phone  
Increased mailed notices to ensure delivery  
Home visits by SSW's and Family Resource center staff  
Equipment purchased to assist with translations

DISTRICT INTERPRETER  
Classified Personnel Salaries  
Title I-A \$15,566

DISTRICT INTERPRETER  
Classified Benefits Title I-A  
\$5,440

PARENT EVENT SUPPLIES  
Books And Supplies  
Supplemental and Concentration  
\$30,000

DISTRICT INTERPRETER  
Classified Personnel Salaries  
Title I-A \$24,838

DISTRICT INTERPRETER  
Classified Benefits Title I-A  
\$14,337

PARENT EVENT SUPPLIES  
Books And Supplies  
Supplemental and Concentration  
\$5,673

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.	The Community Liaison and Director of Student and Family Services coordinated and facilitated the following workshops for parents: 6/1/2018 - 9/1/2018 Health and Cleanliness 13 7/23/2018 - 7/25/2018 Cooking With Your Child 14 7/30/2018 - 8/2/2018 Zumba With Your Child 48 8/6/2018 - 8/9/2018 Pampering The Family 56 8/14/2018 - 8/22/2018 Operation School Bell 66 8/27/2018 DACA Educational Night 6 9/14/2018 Healthy, Happy Families 15 9/18, 9/24/2018 Mother Daughter Self Defense Class 26 10/3/2018 -10/25/2018 Strengthening Families 194 11/1/2018 Teen Dating 0	COMMUNITY LIAISON Classified Personnel Salaries Supplemental and Concentration \$13,146  COMMUNITY LIAISON Classified Benefits Supplemental and Concentration \$7,958  COMMUNITY LIAISON Classified Personnel Salaries Title I-A \$39,438  COMMUNITY LIAISON Classified Benefits Title I-A \$23,873  SUPPLIES Books And Supplies Supplemental and Concentration \$3,000  NUTRITIONAL SNACKS Services And Other Operating Expenditures Supplemental and Concentration \$500  PARENT TRAINING CONSULTANT Services And	COMMUNITY LIAISON Classified Personnel Salaries Supplemental and Concentration \$12,050  COMMUNITY LIAISON Classified Benefits Supplemental and Concentration \$7,098  COMMUNITY LIAISON Classified Personnel Salaries Title I-A \$36,151  COMMUNITY LIAISON Classified Benefits Title I-A \$21,204  SUPPLIES Books And Supplies Supplemental and Concentration \$4,629  NUTRITIONAL SNACKS Services And Other Operating Expenditures Supplemental and Concentration \$500  PARENT TRAINING CONSULTANT Services And
Expenses: childcare, snacks, materials/supplies, curriculum, travel and conference, consultant, extra-pay/personnel			

11/7/2018 -11/8/2018 CPR  
 Certification Classes 40  
 11/7/2018 -11/8/2018 Childcare for  
 CPR classes 25  
 8/2018 - 11/2018 Car Seat  
 Classes 8  
 12/3/2018 - 12/4/2018 CPR  
 Certification Classes 23  
 12/3/2018 - 12/4/2018 Childcare  
 for CPR classes 3  
 12/7/2018 Foster Youth Christmas  
 Party 12  
 1/10/2019 Operation School Bell  
 16  
 1/2019 Car Seat Classes 4  
 2/5/2019 Empowering Parent  
 Workshop Series 6  
 2/6/2019 Empowering Parent  
 Workshop Series 8  
 2/12/2019 Empowering Parent  
 Workshop Series 7  
 2/13/2019 Empowering Parent  
 Workshop Series 11  
 2/13/2019 Childcare for workshop  
 with Rocio Magallanes 18 students  
 2/19/2019 Empowering Parent  
 Workshop Series 7  
 2/19/2019 Car Seat Classes 2  
 2/20/2019 Empowering Parent  
 Workshop Series 12  
 2/1/2019 Child care Classes 5  
 2/26/2019 Empowering Parent  
 Workshop Series 13  
 2/27/2019 Empowering Parent  
 Workshop Series 16  
 2/27/2019 Childcare 14  
 3/1/2019 Early Literacy Workshop  
 1  
 4/4/2019 Community Resource  
 Fair 127  
 4/8/2019 Parent Portal Workshop  
 6

Other Operating Expenditures  
 Supplemental and Concentration  
 \$14,400

CHILD CARE PARENT  
 TRAINING Classified Personnel  
 Salaries Supplemental and  
 Concentration \$500

CHILD CARE PARENT  
 TRAINING Classified Benefits  
 Supplemental and Concentration  
 \$47

PARENT OUTREACH TRAVEL  
 Services And Other Operating  
 Expenditures Supplemental and  
 Concentration \$2,000

Other Operating Expenditures  
 Supplemental and Concentration  
 \$14,530

CHILD CARE PARENT  
 TRAINING Classified Personnel  
 Salaries Supplemental and  
 Concentration \$1,501

CHILD CARE PARENT  
 TRAINING Classified Benefits  
 Supplemental and Concentration  
 \$79

PARENT OUTREACH TRAVEL  
 Services And Other Operating  
 Expenditures Supplemental and  
 Concentration \$459

4/24/2019 Child Awareness Prevention Workshop 6  
 4/25/2019 RJH Welcome to Junior High 42  
 5/2019 Car Seat Classes 1  
 5/13/2019 Parent Portal Workshop 5  
 5/16/2019 Dignity Health Mental Workshop 39  
 5/20/2019 Parent Portal Workshop 13  
 1/23/2019-5/30/2019 Nurturing Parenting Class 14  
 08/01/2018-12/30/2018 Nurturing Parenting Class 7

Parent Actively Participating in Academics (P.A.P.A.) - Parent Engagement Strategy Meetings  
 May 24, 2019 - Planning Meeting with PAPA Parents  
 June 7, 2019 - Planning Meeting with PAPA Parents  
 Social/Mixer  
 05/20/2019

Parent Portal Training Attendance Matters Classes for Chronic and Truant Students and their Families (Letter #2)

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Continue with one Intern Psychologist to provide mental/health support to students through counseling groups at all 3	School Psychologist Intern is located at Richland Junior High; however, she conducts counseling at all 4 schools sites.	INTERN PSYCH Certificated Personnel Salaries Supplemental and Concentration \$19,014	INTERN PSYCH Certificated Personnel Salaries Supplemental and Concentration \$16,637

sites in general education classes and SDC, assist SDC classrooms to address behavior, grief counseling, data development, implementation and monitoring at the Junior High. Complete assessments for FBA, 504's, psycho-educational assessments, preschool observations and assist with GATE testing.

Expenses: personnel, supplies, training

Conducts full psycho-educational assessments and writing reports (initials and triennials), conducting initial 504 evaluations, and assisting with threat/risk assessments, assisting with GATE testing at Richland Junior High and Redwood Elementary, conducts Functional Behavioral Assessment (FBA) with the assistance of the Special Education Director

INTERN PSYCH Certificated Benefits Supplemental and Concentration \$10,586

INTERN SUPPLIES Books And Supplies Supplemental and Concentration \$500

504 SUPPLIES Books And Supplies Supplemental and Concentration \$500

INTERN PSYCH Certificated Benefits Supplemental and Concentration \$8,844

INTERN SUPPLIES Books And Supplies Supplemental and Concentration \$45

504 SUPPLIES Books And Supplies Supplemental and Concentration \$0

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Continue with one District Nurse to collaborate with the Shafter School Partnership to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Review and update records for health requirements for school enrollment, participate in student study teams, 504's, and IEP's. Train or educate school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring.	Health staff coordinated and facilitated the following services for students:	DISTRICT NURSE Certificated Personnel Salaries Supplemental and Concentration \$95,677	DISTRICT NURSE Certificated Personnel Salaries Supplemental and Concentration \$99,400
	Health education/promotion	DISTRICT NURSE Certificated Benefits Supplemental and Concentration \$35,793	DISTRICT NURSE Certificated Benefits Supplemental and Concentration \$36,875
	Management of students with chronic medical conditions	NURSE SUPPLIES Books And Supplies Supplemental and Concentration \$3,000	NURSE SUPPLIES Books And Supplies Supplemental and Concentration \$23
	Collaboration with community health providers	CONF/TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$2,000	CONF/TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$756
	Continuous quality improvement and data collection	EPIPENS and AED monitoring Services And Other Operating Expenditures Supplemental and Concentration \$15,000	EPIPENS and AED monitoring Services And Other Operating Expenditures Supplemental and Concentration \$5,540
	Coordinate dental services		
	Compliance monitoring for school entry requirements for all new students		
Expenses: personnel, extra-time, training, materials, consulting services			

	Special education student assessments (IEPs)	PROF DEVELOPMENT Certificated Personnel Salaries Supplemental and Concentration \$2,000	PROF DEVELOPMENT Certificated Personnel Salaries Supplemental and Concentration \$1,219
	Coordinate AED staff training		
	Policy development and implementation	PROF DEVELOPMENT Certificated Benefits Supplemental and Concentration \$351	PROF DEVELOPMENT Certificated Benefits Supplemental and Concentration \$217
	Vision screenings: 1,412		
	Referrals to medical practitioner: 161	PARENT HEALTH NEED TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$5,000	PARENT HEALTH NEED TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$0
	Hearing screenings: 1,412		
	Referrals to medical practitioner: 14	NA	PROF DEV Classified Personnel Salaries Supplemental and Concentration \$1,153
	IEP assessments: 171	NA	PROF DEV Classified Benefits Supplemental and Concentration \$135
	Health and medical 504 plans: 89		
	Training on Emergency Epinephrine Administration: 121 employees		
	For life threatening allergies (anaphylaxis)		
	Training on Emergency Glucagon Administration: 27 employees		
	For severe life threatening low blood sugars		
	Seizure Management: 107 employees		
	Coordinated CPR and AED training: 48 employees in 2019;		

130 total employees currently certified

Coordinated on-site Dental Clinics

- Big Smiles
- Kern County Children's Dental Health Network

2018-2019 Clinics held at:

Golden Oak: Oct.8-11; 15-16; Dec. 5-6;

Jan. 7, 9; Feb. 14-15; Mar. 4-8

Redwood: Oct. 29-31; Dec.12-14, Apr.8-11

Jr. High: Dec. 12-14

Sequoia: Nov. 5-7; Jan.14-16

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.	Director of Student and Family supports coordinates and facilitates staff and community services to meet the needs identified through school referrals: Family Advocates are assigned to students and their families to identify barriers that are preventing them to be successful in school. School and community resources are contacted and utilized to eliminate barriers. During the holidays staff adopts a student (Foster Youth and/or Homeless),	DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$39,432	DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$19,631
		DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Benefits Supplemental and Concentration \$15,162	DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Benefits Supplemental and Concentration \$7,756
		SUPPLIES Books And Supplies Supplemental and Concentration \$5,000	SUPPLIES Books And Supplies Supplemental and Concentration \$1,135

Expenses: personnel, professional development, materials	annual Christmas party and end of the year party.	TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$3,000	TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$2,293
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Continue with one Health Aide at Golden Oak Elementary to attend to the medical needs of students; including those with chronic health conditions, targeting low-income students who commonly experience inadequate health care. Provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.  Expenses: personnel, training, extra-time	16% of students who visited the health office went home (reasons- medically necessary; parent discretion) Most common medical reasons to be sent home: fever; diarrhea; vomiting; injury; suspicious rash Most average reason for visit: stomachache; headache On average: 35 students come to health office every day Daily phone calls to parents depend on type of visit and student situation; overall goal is to keep student in school Attendance is supported by keeping kids in school that can be managed with any of the following- parent providing medication at school; first aid; mental support Job functions to support overall health: administers prescribed medications at school (with permission from medical provider); assists district nurses with health screenings and captures growth measurement for nurses to determine need for intervention for weight issues; supervise and provide diabetic care/tasks; communicate with medical provider offices for health	NURSE AIDE Classified Personnel Salaries Supplemental and Concentration \$18,791  NURSE AIDE Classified Benefits Supplemental and Concentration \$5,517  NURSE AIDE PROF DEV EXT TIME Classified Personnel Salaries Supplemental and Concentration \$2,000  NURSE AIDE PROF DEV EXT TIME Classified Benefits Supplemental and Concentration \$498  PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$2,000	NURSE AIDE Classified Personnel Salaries Supplemental and Concentration \$16,699  NURSE AIDE Classified Benefits Supplemental and Concentration \$4,527  NURSE AIDE PROF DEV EXT TIME Classified Personnel Salaries Supplemental and Concentration \$254  NURSE AIDE PROF DEV EXT TIME Classified Benefits Supplemental and Concentration \$48  PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$930

requirements at school (immunizations, physicals, dental, vision, hearing, etc.); data entry for health interventions to support quality of care and school interventions/programs; coordinates medications for teachers going on field trips; completes accident reports for students who suffer injury

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 RSD will continue to meet the needs of all unduplicated pupils as requested by stakeholders to expand the number of Mental Health Professionals for each school site through a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools. Four Mental Health Professionals and Americorps staff will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students. Unduplicated pupils who receive services will participate in two field trips to visit universities during the school year. Transportation will be provided.	School Social Workers (formerly MHPs) and Americorps staff provided and facilitated the following services for students: Richland Jr. High School 9/12/2018 – 11/14/2018 Aggression Replacement Training 4 Golden Oak Elementary School 10/1/2018 – 12/17/2018 Forward Thinking Interactive Journaling 6 Sequoia Elementary School 10/3/2018 – 11/8/2018 Forward Thinking Interactive Journaling 3 Golden Oak Elementary School 10/3/2018 – 11/12/2018 Second Step (First Grade) 4 Golden Oak Elementary School 10/3/2018 – 12/12/2018 Second Step (Second Grade) 2 Golden Oak Elementary School 10/4/2018 – 12/13/2018 Second Step (Kindergarten) 6	SSW MOU KCSOS Services And Other Operating Expenditures Supplemental and Concentration \$476,000  AMERICORP Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,000  CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$3,456  CERTIFICATED STAFF BENEFITS - EXTRA TIME ADDITIONAL SUPPORT Certificated Benefits Supplemental and Concentration \$656	SSW MOU KCSOS Services And Other Operating Expenditures Supplemental and Concentration \$475,215  AMERICORP Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,000  CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$646  CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT Certificated Benefits Supplemental and Concentration \$125

Expenses: MOU, personnel, duplication, material & supplies

Sequoia Elementary School  
10/10/2018 – 12/21/2018  
Aggressive Replacement Training  
6  
Golden Oak Elementary School  
10/26/2018 – 12/14/2018 My  
Journey (Grief Group) 5  
Richland Jr. High School  
10/31/2018 – 1/16/2019  
Aggression Replacement Training  
5  
Redwood Elementary School  
11/1/2018 – 1/3/2019 Second Step  
(Kindergarten) 4  
Redwood Elementary School  
11/28/2018 – 1/30/2019 Second  
Step (Kindergarten) 2

SSWs received one hundred and  
fifty one  
(151) referrals from August 15,  
2018 –December 31, 2018.

During this reporting period, one  
(1) parenting class was held at  
Sequoia Elementary School from  
October 25, 2018 to December 13,  
2018. Eight (8) parents attended  
the class. Three (3) parents  
completed the class.  
There were eleven (11) cognitive  
behavioral classes/groups held  
during this reporting period.  
Chaperoned students on a field trip  
to Santa Barbara.

TRANSPORTATION FOR TWO  
FIELD TRIPS  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental and Concentration  
\$10,000

SUPPLIES AND MATERIALS  
FOR STUDENT FIELD TRIPS  
Books And Supplies  
Supplemental and Concentration  
\$6,000

NA

NA

TRANSPORTATION FOR TWO  
FIELD TRIPS  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental and Concentration  
\$0

SUPPLIES AND MATERIALS  
FOR STUDENT FIELD TRIPS  
Books And Supplies  
Supplemental and Concentration  
\$0

TRANSPORTATION FOR ONE  
FIELD TRIP  
Professional/Consulting Services  
And Operating Expenditures  
Other \$4,401.46

SUPPLIES AND MATERIALS  
FOR STUDENT FIELD TRIPS  
Professional/Consulting Services  
And Operating Expenditures  
Other \$175.00

## Action 8

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

3.8 All four school sites will participate in inviting TK -8th grade students in educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunity to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.

TK/K: Murray Farms or Lori Brock Museum  
 1st Grade: CALM  
 2nd Grade: Zoo or the beach  
 3rd Grade: Wind wolves Reserve  
 4th Grade: La Purisima Mission or Long Beach Aquarium  
 5th Grade: California Science Center/Natural History Museum  
 6th Grade: Scicon  
 7th Grade: The Ronald Reagan Library  
 8th Grade: The Museum of Tolerance & College Making It Happen

Golden Oak Elementary:  
 TK Lori Brock Museum 28 students  
 Kindergarten Lori Brock Museum 93 students  
 1st grade CALM 3/29/19 86 students  
 2nd grade Fresno Zoo 4/24/19 105 students  
 3rd grade Wind Wolves Reserve 10/25 & 10/26 83 students  
 4th grade La Purisima Mission 3/20/19 101 students  
 5th grade Ca. Science Center/Natural History Museum 3/18/19 117 students  
 6th grade Scicon - 10/15/18 47 students  
 6th grade Scicon - 4/29/19 50 students

Redwood Elementary:  
 TK Murray Farms or Lori Brock Museum 26  
 Kindergarten Murray Farms or Lori Brock Museum 105  
 1st grade CALM (4/25/19) 101 students  
 2nd grade Avila Beach (5/2/19) 107 students  
 3rd grade La Brea Tar Pits (3/28/19) 116 students  
 4th grade La Purisima Mission (4/26/19) 119 students  
 5th grade Ca. Science Center/Natural History Museum (5/3/19) 126  
 6th grade SCICON (12/10/18 - 12/14/18;1/14/19-1/18/19) 89 students

DISTRICT PROVIDED  
 TRANSPORTATION Transfers Of Direct Costs Supplemental and Concentration \$10,000

CONTRACT TRANSPORTATION AND ENTRANCE FEES Services And Other Operating Expenditures Supplemental and Concentration \$55,000

NA

NA

DISTRICT PROVIDED  
 TRANSPORTATION Transfers Of Direct Costs Supplemental and Concentration \$4,272

CONTRACT TRANSPORTATION AND ENTRANCE FEES Services And Other Operating Expenditures Supplemental and Concentration \$49,761

SUBS Certificated Personnel Salaries Supplemental and Concentration \$375

SUBS Certificated Benefits Supplemental and Concentration \$13

Expenses: entrance fees,  
transportation costs , extra-  
pay/substitutes

Sequoia Elementary:  
TK Not attending Field Trip  
Kindergarten Murray Farms or Lori  
Brock Museum  
3/8/2019 92 students  
1st grade CALM 4/4/2019 69  
students  
2nd Zoo 4/11/2019 100 students  
3rd grade Wind Wolves Reserve  
12/18/2019 90 students  
3rd grade Long Beach Aquarium  
4/24/2019 85 students  
4th grade La Purisima Mission  
4/1/2019 72 students  
5th grade Ca. Science Center  
3/15/2019 37 students  
5th grade Natural History Museum  
41 students  
6th and SDC students Scicon  
1/14/2019-1/18/2019 92 students  
6th grade Avila Beach 5/1/2019 16  
students

Redwood Elementary:

Richland Junior High  
7th grade The Ronald Reagan  
Library  
0 students attended

8th grade The Museum of  
Tolerance & College Making It  
Happen  
0 students attended

## Action 9

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>3.9 District wide implementation of Positive Behavior Interventions and Supports (PBIS), will continue it's implementation at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Funds will be principally directed towards the costs of staff training to assist in establishing a positive school climate for all students including Students with Disabilities who are currently in the red status of performance for the district.</p> <p>Expenses: classified staff, materials/supplies, duplication, consulting, professional development, travel, curriculum</p>	<p>Golden Oak Elementary: PBIS team holds monthly meetings to discuss data, solutions, and next steps for implementation. Tiger Tickets are given to students exhibiting behaviors that are respectful, responsible, and/or safe. Students put tickets into raffles to win prizes. Weekly lessons (created by team) with videos (created by CHAMPS) are taught to demonstrate targeted behaviors.</p> <p>December PBIS team attended follow-up training on Dec. 3 Team presented data to staff at staff meeting.</p> <p>January Videos/message added to weekly Tiger Tale</p> <p>February Team began planning behavior flowchart to determine teacher handled or office handled behaviors Restorative Circle Training - Future Tier 2 Intervention End of the Year Celebration for students who don't earn a detention/referral/suspension all year.</p> <p>Redwood Elementary: Committee Work: PBIS Committee has met as a team to maintain implementation of prior PBIS practices PBIS will focus on Level 1 Certification for 2019-2020 and will continue to meet in order to</p>	NA	NA
		PBIS STAFF TRAINING Classified Personnel Salaries Supplemental and Concentration \$5,000	PBIS STAFF TRAINING Classified Personnel Salaries Supplemental and Concentration \$0
		PBIS STAFF TRAINING Classified Benefits Supplemental and Concentration \$468	PBIS STAFF TRAINING Classified Benefits Supplemental and Concentration \$0
		PBIS SUPPLIES/STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$15,000	PBIS SUPPLIES/STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$3,147
		PBIS CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$10,000	PBIS CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$0
		PBIS TEACHER EXT TIME/SUBS Certificated Personnel Salaries Supplemental and Concentration \$10,000	PBIS TEACHER EXT TIME/SUBS Certificated Personnel Salaries Supplemental and Concentration \$5,399
		PBIS TEACHER EXT TIME/SUBS Certificated Benefits Supplemental and Concentration \$1,944	PBIS TEACHER EXT TIME/SUBS Certificated Benefits Supplemental and Concentration \$496
		PBIS CURRICULUM Services And Other Operating Expenditures Supplemental and Concentration \$5,000	PBIS CURRICULUM Services And Other Operating Expenditures Supplemental and Concentration \$0
		PBIS CONFERENCE/TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$15,000	PBIS CONFERENCE/TRAVEL Services And Other Operating Expenditures Supplemental and Concentration \$0

develop guidelines for SOAR (safety, ownership, achievement, and respect) in regards to classroom behavior. Signs outlining expected classroom, playground, and cafeteria behavior were printed and posted. Also a school wide Dojo or currency system for students to purchase items at a student store with points.

Individual students are recognized from each class, each month, at a Character Counts assembly focusing on the six pillars of character ( Fairness, Caring, Responsibility, Trustworthiness, Respect, and Citizenship).  
Eagle Feathers: students earn based on exemplary behavior that illustrates model behavior based on the PBIS model.  
Individual awards given to Student of the Month recipients.

Class of the Month: One class at each grade level is awarded a special treat by the site administrators who earn the most points by showing their best Eagle behaviors. This is calculated using a formula for how many Eagle Nest tickets (entire class recognition) and Eagle Feather Tickets each class receives.

Sequoia Elementary:  
PBIS Planning Committee  
attended site visit at Fairview  
Elementary in Greenfield January  
24, 2019

PBIS Planning Committee  
attended the GFUSD PBIS/MTSS  
Summit February 1, 2019  
PBIS Planning Committee met with  
grade level stakeholders regarding  
Matrix February  
Continued meetings to finalize  
matrix, discuss recognition, and  
implementation for Fall 2019  
Character Counts:  
Student of the Month (SOM)  
monthly assemblies highlighting  
students demonstrating Pillar of  
Character, Dog Tags given to  
SOM at assembly, Paw Perk,  
Cave Card, and Roar Reward:  
Paw Perk: Individual recognition  
for student demonstrating kindness  
Cave Card: group recognition for  
students going above & beyond  
Roar Reward: class recognition for  
working together on a job well  
done  
A class per grade level recognized  
monthly at SOM assembly as class  
of the month based on points  
earned through the rewards  
Pizza party provided for the class  
of the month along with a traveling  
trophy

Richland Junior High  
Monthly PBIS (Positive Behavior  
Interventions and Supports)  
meetings, SOM Assemblies, PBIS  
message in weekly bulletin  
Golden Tickets/Raffles for student  
incentive to target PRIDE  
expectations (Productive, Respect,  
Integrity, Dedication, Excellence)  
PBIS team shared folder with  
lessons and resources

Teacher/student created videos  
Team-created lessons and matrix

December  
PBIS team received a 1 day  
refresher course, conducted a staff  
survey on implementation of PBIS,  
and purchased classroom posters

February  
PBIS staff meeting- Purpose,  
DATA, Scenario, Group  
Discussion, Kindness Challenge,  
Character Counts Week

March  
PBIS - Strategies in the Classroom  
/ target defiance  
Order playground materials for  
students

## 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 overall implementation of the actions and services to achieve goal 3, working with all stakeholders to build a culture of professional collaboration and continuous improvement that is focused on student achievement is as follows:

Level 5: Full implementation and Sustainability

Action 3.1 - the school district continued with School Messenger as the district's communication system and has installed the features to allow the parent portal access, training was provided to all four school sites on the new student information system, aligned messages/calls to be made weekly by district office and school sites, worked to ensure messages are delivered timely, and clearly to parents, mailing/flyers continue to be sent home on Thursdays with students, surveys for parents were made available on paper, online and via phone with the new system, and school sites combined messages with events to convey information to more parents, make efforts to increase parent participation and improve the sense of safety in our schools. Translation equipment was purchased to support parents during meetings.

Action 3.2 - the community liaison provided educational workshops for parents to build capacity in positive parenting, health & wellness, and provided services to students with behavior, attendance, health, and basic needs

Action 3.3 - the intern psychologist provided mental health support to students by assisting four school sites and taking part in the collaborative meeting with mental health professionals, site administration, and school psychologists to conduct evaluations, assessments, observations and rating scales and worked with students to provide skills support

Action 3.4 - school district nurses continued to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Reviewed and updated records for health requirements for school enrollment, participated in student study teams, 504's, and IEPs. Trained and educated school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring.

Action 3.5 - the district fully implemented and has continued to improve the referral process for students and families with needs involving safety, naturalization, medicare, health care, housing, drug addiction. Coordinating services to minimize or eliminate barriers preventing students from attending and succeeding in school

Action 3.6 health aide - a full time health aide continued at Golden Oak elementary to provide services to students and monitoring of health needs at the site for students

Action 3.7 - Four school social workers made an impact with students and parents by assisting with the Multi-Tiered Systems of supports and conducting parent classes for all schools. Chaperoned students on field trips supported from grant by Kaiser Permanente.

Action 3.8 -TK - 6th grade students participated in educational excursions that actively engaged students to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected.

#### Level 3: Initial Implementation

Action 3.9 - all four school sites are in different levels of implementation of Positive Behavior Interventions and Supports (PBIS), to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally, All sites provided individual PBIS team support through site visits and staff training during meetings but no consultant was hired for district wide training. Paid with Action 2.1 funds

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

The overall effectiveness of the actions/services in goal three had a direct impact on student performance as evidence by:

The California Healthy Kids Survey students in the district reported having an increased sense of connectedness: 71% of the students felt connected to school in 2019 compared to 64% in 2018. This is an increase of 7% and 9 percentage points below the state average.

In 2019, 74% of students perceived having a sense of safety compared to 67% in 2018. This is an increase of 7 percentage points, only 6 percent below the state average.

In 2019, 86% of students perceived that staff had high expectations of them compared to 78% in 2018. This is an increase of 8 percentage points, meeting the state average.

In 2019, 46% of students reported teachers and other adults included them in meaningful participation in decision making compared to 42% in 2018. This is an increase of 4 percentage points and above the state average by 1%.

In 2019, 72% of students reported they perceived that violence perpetration was low compared to 66% in 2018. This is an increase of 6 percentage points and at the state average.

In 2019, 55% of students reported low violence victimization in their school compared to 49% in 2018. This is an increase of 6 points and above the state average.

In 2019, 77% of students reported the school site provided social emotional learning supports compared to 69% in 2018. This is an increase of 8 percentage points and above the state average.

In 2019, 77% of students reported an improved anti-bullying climate compared to 69% in 2018. This is an increase of 8 percentage points and at the state average.

In 2019, 82% of students reported a parent or other grown-up was involved in their schooling compared to 80% in 2018. This is an increase of 2 percentage points and above the state average.

In 2019, 42% of parents reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

In 2019, 46.75% of parents reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

According to the Fall 2018 California Dashboard, the chronic absenteeism rate for the “All” student group is 10.5% which is maintained at -0.4%. The following student groups also demonstrated a decrease in the chronic absenteeism rate:

Hispanic: -0.3%

White: -1.3%

Foster Youth: 0.0%

Socioeconomically Disadvantaged: -0.7%

The Suspension rate for the “All” student group is 2.5% which was maintained by -0.2% in the Performance Level (Yellow). The suspension rates decreased for five student groups for the district and one student group (Asian) maintained their status.

The following student groups also demonstrated a decrease in the suspension rate:

Hispanic: -0.2%

English Learners: -0.5%

Foster Youth: -2.1%

Socioeconomically Disadvantaged: -0.2%

Students with Disabilities: -2.0%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Description Reason	Funding	Budgeted	Estimated Actuals	Percentage Spent	Material Difference
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School Messenger at less than anticipated cost	S & C	\$7,000.00	\$2,421.00	35%	Program acquired
Stakeholders Communication Supplies acquired than anticipated	S & C	\$5,000.00	\$150.00	3%	Less supplies
District Interpreter Salary budget projection	Title I-A	\$15,566.00	\$24,838.00	160%	Salary higher than
District Interpreter Benefits than budget projection	Title I-A	\$5,440.00	\$14,337.00	264%	Benefits higher
Parent Events Supplies were less than anticipated	S & C	\$30,000.00	\$5,673.00	18%	Estimated costs
Community Liaison Salary	S & C	\$13,146.00	\$12,050.00	92%	
Community Liaison Benefits	S & C	\$7,958.00	\$7,098.00	89%	
Community Liaison Salary	Title I-A	\$39,438.00	\$36,151.00	92%	
Community Liaison Benefits	Title I-A	\$23,873.00	\$21,204.00	89%	
Books and Supplies than expected	S & C	\$3,000.00	\$4,629.00	154%	More supplies acquired
Snacks	S & C	\$500.00	\$500.00	100%	
Parent Training Consultant	S & C	\$14,400.00	\$14,530.00	101%	
Child Care Parent Training Salary needed than anticipated	S & C	\$500.00	\$1,501.00	300%	More child care
Child Care Parent Training Benefits than anticipated	S & C	\$47.00	\$79.00	168%	More child care needed
Parent Outreach Travel than anticipated	S & C	\$2,000.00	\$459.00	23%	Less travel required
Intern Psychologist Salary less than expected	S & C	\$19,014.00	\$16,637.00	87%	Cost for intern salary
Intern Psychologist Benefits less than expected	S & C	\$10,586.00	\$8,844.00	84%	Cost for Intern benefits
Intern Supplies	S & C	\$500.00	\$45.00	9%	Supplies not acquired
504 Supplies	S & C	\$500.00	\$-	0%	Funded through
Special Education Programs					
District Nurse Salary	S & C	\$95,677.00	\$99,400.00	104%	
District Nurse Benefits	S & C	\$35,793.00	\$36,875.00	103%	
Nurse Supplies	S & C	\$3,000.00	\$23.00	1%	Supplies not acquired
Conference and Travel required than anticipated	S & C	\$2,000.00	\$756.00	38%	Less travel/conference
EPIPEMS and AED Monitoring than anticipated	S & C	\$15,000.00	\$5,540.00	37%	Cost for services less

Certificated Professional Development Salary anticipated	S & C	\$2,000.00	\$1,219.00	61%	Less salary needed than anticipated
Certificated Professional Development Benefits needed than anticipated	S & C	\$351.00	\$217.00	62%	Less benefits
Parent Health Need Training Supplies with parent training	S & C	\$5,000.00	\$-	0%	No cost associated
Classified Professional Development Salary	S & C	\$0.00	\$1,153.00	1153%	Salary not budgeted
Classified Professional Development Benefits budgeted	S & C	\$0.00	\$135.00	135%	Benefits not
Healthy Start Director Salary through year	S & C	\$39,432.00	\$19,631.00	50%	Position Vacant
Healthy Start Director Benefits	S & C	\$15,162.00	\$7,756.00	51%	Position Vacant through year
Supplies acquired than anticipated	S & C	\$5,000.00	\$1,135.00	23%	Less supplies
Travel and Profession Development than anticipated	S & C	\$3,000.00	\$2,293.00	76%	Less travel required
Nurse Aide Salary	S & C	\$18,791.00	\$16,699.00	89%	
Nurse Aide Benefits than anticipated	S & C	\$5,517.00	\$4,527.00	82%	Less benefits needed
Nurse Aide Professional Dev Salary needed than anticipated	S & C	\$2,000.00	\$254.00	13%	Less extra time
Nurse Aide Professional Dev Benefits needed than anticipated	S & C	\$498.00	\$48.00	10%	Less extra time
Prof Services needed than anticipated	S & C	\$2,000.00	\$930.00	47%	Less services
Social Workers MOU with County	S & C	\$476,000.00	\$475,215.00	100%	
AmeriCorp	S & C	\$14,000.00	\$14,000.00	100%	
Certificated x time salaries (if needed) not used	S & C	\$3,456.00	\$646.00	19%	Extra Time Salary
Certificated x time benefits (if needed) not used	S & C	\$656.00	\$125.00	19%	Extra Salaries
Transportation for 2 field trips provided using other funds (Kaiser)	S & C	\$10,000.00	\$-	0%	Transportation
Transportation for 1 field trip	Outside	\$-0-	\$4,401.46	100%	
Transportation provide using funds received from outside grant agency (Kaiser)					
Supplies, Materials for student trips using funds received from outside grant agency (Kaiser)	Outside	\$-0-	\$175.00	100%	Supplies provide

Supplies, Materials for student trips	S & C \$6,000.00	\$-	0%	Supplies not needed
Field trips for all grades district transportation less than anticipated	S & C \$10,000.00	\$4,272.00	43%	Cost of transportation
Buses (charter transportation)	S & C \$55,000.00	\$49,761.00	90%	
Subs	S & C \$0.00	\$375.00	375%	Subs not budgeted
Subs	S & C \$0.00	\$13.00	130%	Subs not budgeted
PBIS Staff Training Salaries paid with site funds Goal 2, Action 1	S & C \$5,000.00	\$-	0%	Salary expenses
PBIS Staff Training Benefits paid with site funds Goal 2, Action 1	S & C \$468.00	\$-	0%	Salary expenses
PBIS Student Incentives acquired less than anticipated	S & C \$15,000.00	\$3,147.00	21%	Incentives
PBIS Consultant acquired	S & C \$10,000.00	\$-	0%	Consultant not
PBIS Teacher X time salaries/subs needed extra time/subs used	S & C \$10,000.00	\$5,399.00	54%	Less than
PBIS Teacher X time benefits/subs needed extra time/subs used	S & C \$1,944.00	\$496.00	26%	Less than
PBIS Curriculum not acquired	S & C \$5,000.00	\$-	0%	PBIS Curriculum
PBIS Conference /Travel not needed, training provided at each site	S & C \$15,000.00	\$-	0%	Conference /Travel

Description	Funding	Budgeted	Estimated Actuals	Percentage Spent	Material Difference Reason
School Messenger	S & C	\$7,000.00	\$2,421.00	35%	Program acquired at less than anticipated cost
Stakeholders Communication Supplies	S & C	\$5,000.00	\$150.00	3%	Less supplies acquired than anticipated
District Interpreter Salary	Title I-A	\$15,566.00	\$24,838.00	160%	Salary higher than budget projection
District Interpreter Benefits	Title I-A	\$5,440.00	\$14,337.00	264%	Benefits higher than budget projection
Parent Events Supplies	S & C	\$30,000.00	\$5,673.00	18%	Estimated costs were less than anticipated
Community Liaison Salary	S & C	\$13,146.00	\$12,050.00	92%	
Community Liaison Benefits	S & C	\$7,958.00	\$7,098.00	89%	
Community Liaison Salary	Title I-A	\$39,438.00	\$36,151.00	92%	
Community Liaison Benefits	Title I-A	\$23,873.00	\$21,204.00	89%	
Books and Supplies	S & C	\$3,000.00	\$4,629.00	154%	More supplies acquired than expected
Snacks	S & C	\$500.00	\$500.00	100%	
Parent Training Consultant	S & C	\$14,400.00	\$14,530.00	101%	
Child Care Parent Training Salary	S & C	\$500.00	\$1,501.00	300%	More child care needed than anticipated
Child Care Parent Training Benefits	S & C	\$47.00	\$79.00	168%	More child care needed than anticipated
Parent Outreach Travel	S & C	\$2,000.00	\$459.00	23%	Less travel required than anticipated
Intern Psychologist Salary	S & C	\$19,014.00	\$16,637.00	87%	Cost for intern salary less than expected
Intern Psychologist Benefits	S & C	\$10,586.00	\$8,844.00	84%	Cost for Intern benefits less than expected
Intern Supplies	S & C	\$500.00	\$45.00	9%	Supplies not acquired
504 Supplies	S & C	\$500.00	\$-	0%	Funded through Special Education Programs
District Nurse Salary	S & C	\$95,677.00	\$99,400.00	104%	
District Nurse Benefits	S & C	\$35,793.00	\$36,875.00	103%	
Nurse Supplies	S & C	\$3,000.00	\$23.00	1%	Supplies not acquired
Conference and Travel	S & C	\$2,000.00	\$756.00	38%	Less travel/conference required than anticipated
EPIPEMS and AED Monitoring	S & C	\$15,000.00	\$5,540.00	37%	Cost for services less than anticipated
Certificated Professional Development Salary	S & C	\$2,000.00	\$1,219.00	61%	Less salary needed than anticipated
Certificated Professional Development Benefits	S & C	\$351.00	\$217.00	62%	Less benefits needed than anticipated
Parent Health Need Training Supplies	S & C	\$5,000.00	\$-	0%	No cost associated with parent training
Classified Professional Development Salary	S & C	\$0.00	\$1,153.00	1153%	Salary not budgeted
Classified Professional Development Benefits	S & C	\$0.00	\$135.00	135%	Benefits not budgeted
Healthy Start Director Salary	S & C	\$39,432.00	\$19,631.00	50%	Position Vacant through year
Healthy Start Director Benefits	S & C	\$15,162.00	\$7,756.00	51%	Position Vacant through year
Supplies	S & C	\$5,000.00	\$1,135.00	23%	Less supplies acquired than anticipated
Travel and Profession Development	S & C	\$3,000.00	\$2,293.00	76%	Less travel required than anticipated
Nurse Aide Salary	S & C	\$18,791.00	\$16,699.00	89%	
Nurse Aide Benefits	S & C	\$5,517.00	\$4,527.00	82%	Less benefits needed than anticipated
Nurse Aide Professional Dev Salary	S & C	\$2,000.00	\$254.00	13%	Less extra time needed than anticipated
Nurse Aide Professional Dev Benefits	S & C	\$498.00	\$48.00	10%	Less extra time needed than anticipated
Prof Services	S & C	\$2,000.00	\$930.00	47%	Less services needed than anticipated
Social Workers MOU with County	S & C	\$476,000.00	\$475,215.00	100%	
AmeriCorp	S & C	\$14,000.00	\$14,000.00	100%	
Certificated x time salaries (if needed)	S & C	\$3,456.00	\$646.00	19%	Extra Time Salary not used
Certificated x time benefits (if needed)	S & C	\$656.00	\$125.00	19%	Extra Salaries not used
Transportation for 2 field trips	S & C	\$10,000.00	\$-	0%	Transportation provided using other funds (Kaiser)
Transportation for 1 field trip	Outside	\$0-	\$4,401.46	100%	Transportation provide using funds received from outside grant agency (Kaiser)
Supplies, Materials for student trips	Outside	\$0-	\$175.00	100%	Supplies provide using funds received from outside grant agency (Kaiser)
Supplies, Materials for student trips	S & C	\$6,000.00	\$-	0%	Supplies not needed
Field trips for all grades district transportation	S & C	\$10,000.00	\$4,272.00	43%	Cost of transportation less than anticipated
Buses (charter transportation)	S & C	\$55,000.00	\$49,761.00	90%	
Subs	S & C	\$0.00	\$375.00	375%	Subs not budgeted
Subs	S & C	\$0.00	\$13.00	130%	Subs not budgeted
PBIS Staff Training Salaries	S & C	\$5,000.00	\$-	0%	Salary expenses paid with site funds Goal 2, Action 1
PBIS Staff Training Benefits	S & C	\$468.00	\$-	0%	Salary expenses paid with site funds Goal 2, Action 1
PBIS Student Incentives	S & C	\$15,000.00	\$3,147.00	21%	Incentives acquired less than anticipated
PBIS Consultant	S & C	\$10,000.00	\$-	0%	Consultant not acquired
PBIS Teacher X time salaries/subs	S & C	\$10,000.00	\$5,399.00	54%	Less than needed extra time/subs used
PBIS Teacher X time benefits/subs	S & C	\$1,944.00	\$496.00	26%	Less than needed extra time/subs used
PBIS Curriculum	S & C	\$5,000.00	\$-	0%	PBIS Curriculum not acquired
PBIS Conference /Travel	S & C	\$15,000.00	\$-	0%	Conference /Travel not needed, training provided at each site

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

There is a need to increase parent participation and improve the sense of school safety (Action 3.1, page 227)

There is a need to provide coordinating support for special projects district wide including but not limited to health services (dental & vision) for students most in need and PBIS (Action 3.4, page 234, Action 3.9, page 245)

There is a need to consistently give students the opportunity to attend field trips at every grade level (Action 3.8, page 243)

### New Chronic Absenteeism Report- Fall 2018

Category	R.S.D.	AFRICAN/ AMERICAN	SWD	ELL	MIGRANT	ASIAN	HISPANIC/ LATINO	WHITE	SED	FY	HY
Cumulative Enrollment	3,293	12	351	1,382	188	51	3,060	165	3,086	39	69
Chronic Absenteeism Count	338	1	53	125	22	2	312	23	325	0	16
Chronic Absenteeism Rate	10.5%	8.3%	15.2%	9.3%	12.2%	3.9%	10.4%	14.6%	10.8%	0.0%	26.7%

# 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?

Principals meeting on July 24, 2018 at  
(Superintendent, Asst. Superintendent, Director, Principals)

Assistant Principals meeting on August 30, 2018  
(Asst. Superintendent, Director of Curriculum, Instruction and Data)

Assistant Principals meeting on September 21, 2018  
(Asst. Superintendent, Director of Curr. Instruction and Data)

DELAC Meetings for parents of English Learners held on: February 28, 2019, March 29, 2019, April 25, 2019, May 13, 2019, May 22, 2019, June 7, 2019 @ 8:30 a.m in the Parent Center (LCAP goals, actions/services and metrics for English Learner services, LCAP input to the Superintendent)

Principals meeting on September 28, 2018  
(Principals, Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Community Meeting on October 3, 2018 at 12:00 p.m. at Shafter Veterans Hall  
(Community members)

Principals meeting on October 12, 2018  
(Principals, Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Stakeholder Meeting on October 15, 2018 at 6:00 p.m. in the Parent Center  
(RTA, CSEA, site and district administrators, CBO, parents )

Principals meeting on October 19, 2018

(Principals, Asst. Superintendent, Director of Curr. Instruction and Data)

Assistant Principals meeting on October 26, 2018 at 8:30  
(Asst. Superintendent, Assistant Principals, Title I secretary)

Principals meeting on November 9, 2018 at 8:30  
(Principals, Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Stakeholder Meeting on November 26, 2018 at 6:00 p.m. in the Parent Center  
(Parents representing EL students, RFEP students, RTA, CSEA, site and district administrators, Superintendent, CBO)

LCAP Stakeholder Meeting on December 17, 2018 at 6:00 p.m. in the Parent Center  
(Parents representing EL students, RTA, CSEA, site and district administrators, board members, Superintendent, CBO)

Assistant Principals meeting on December 19, 2018 at 8:30  
(Asst. Superintendent, Director of Curr. Instruction and Data)

Principals meeting on January 25, 2019 at 8:30  
(Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Stakeholder Meeting on January 28, 2019 at 6:00 p.m. in the Parent Center  
(Parents representing EL students, RTA, teachers, CSEA, site and district administrators, board member, Superintendent, CBO, community members)

LCAP Parent & Community meeting on February 5, 2019 at 6:00 p.m. in the Golden Oak  
(Parents of EL and RFEP students, RTA representative, district administrators, community members)

Assistant Principals meeting on February 8, 2019 at  
(Asst. Superintendent, Assistant Principals)

LCAP Parent & Community Meeting on February 21, 2019 at 6:00 p.m. in the Redwood/Richland JH Cafeteria  
(RTA representatives, Staff/community, district administrators)

Principals meeting on February 22, 2019 at 8:30 a.m.  
(Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Parent & Community Meeting on February 26, 2019 at 6:00 p.m. in the Sequoia Library  
(RTA representatives, Staff/community, school site and district administrators)

LCAP Stakeholder Meeting on March 18, 2019 at 6:00 p.m. in the Parent Center  
(RTA, CSEA, parents, school site and district administrators, Superintendent, CBO)

Assistant Principals meeting on March 20, 2019 at 11:00 a.m.  
(Assistant Principals, Asst. Superintendent, Director of Curriculum, Instruction and Data)

Principals meeting on March 22, 2019 at 8:30 a.m.  
(Asst. Superintendent, Director of Curriculum, Instruction and Data)

LCAP Stakeholders Meeting on April 29, 2019 at 6:00 p.m. in the Parent Center  
(Parents, staff, community members, district administrators, CBO)

LCAP Stakeholders Meeting on May 6, 2019 at 6:00 p.m. in Room 251  
(Parents, staff, community members, district administrators, CBO)

Principals meeting on May 10, 2019 at 8:30 a.m.  
(Asst. Superintendent, Director of Curr. Instruction and Data)

LCAP Stakeholders Meeting on May 20, 2019 at 6:00 p.m. at Richland Jr High Room 251

Public Hearing held on Monday June 10, 2019 at 6:00 p.m. in the Golden Oak Cafeteria

Board Meeting held on Monday June 24, 2019 at 6:00 p.m. in the Golden Oak Cafeteria

# Impact on LCAP and Annual Update

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

Reviewed 2018-2019 LCAP Expected Annual Measurable Outcomes, LCAP Actions, and California Dashboard Data. Principals discussed individual site progress, actions to be implemented at specific sites and need for support. All existing and new site administrators increased their knowledgeable of the 2018-2019 LCAP actions determined to increase and/or improve services to students to meet or exceed the expected measurable outcomes. The recommendation was to provide training to staff on the common core state standards, provide support to teachers and improve first instruction. Provide intervention to students early in the year align with existing actions.

The following was reviewed with site administrators: preliminary English Learners' (ELs) data, corrections of errors, Reclassification process, and upcoming training needs. As a result the district will continue to evaluate the needs of English Learners through the LCAP data analysis process and will be shared via the Annual Update.

At the assistant principals' meeting, discussions took place regarding LCAP updates, available preliminary SBAC data, and draft Reclassification criteria. Administrators expressed the need for monitoring of EL students and services. As a result of the input from assistant principals, the need to improve the monitoring of English Language Learners and Reclassified students continues to be a great need and is addressed in the current LCAP (Action 2.11)

At the DELAC meetings the following recommendations were made to the Superintendent and the Interim Superintendent responded to the recommendations in writing and referred parents to the following LCAP Actions: 3.9, 2.14 The Assistant Superintendent will continue to increase the efforts in growing the number of parents of unduplicated pupils in the development of the LCAP.

At the site administrators' meeting, administrators provided updates on the implementation of LCAP actions at their respective sites. As a result of the meeting, the district along with the school sites will continue to work towards improving attendance and providing early intervention to students using the early literacy program as indicated by existing actions.

At the site administrators' meeting, administrators received introductory support and training on the implementation of the classroom observation tool. As a result of the training, administrators were able to report on implementation of state standards and new instructional practices to support unduplicated students in classrooms as evidence of instruction of State Academic Standards (Priority 2). As a result, administrators identified the need to provide feedback to teachers using observable evidence to improve instructional practices and collect historical data that indicate student access to common core standards as evidenced in the LCAP. (Action 1.1)

At the LCAP Stakeholder meeting, the group learned about the district's progress for state priorities and academic progress from 2015-2018 in ELA and Math. Attendees had an opportunity to review various data points, share findings, and received budget information. As a result of the meeting, the need to increase the allocation to action 2.1 to address the unique needs of student groups identified in ORANGE or RED Performance Levels was identified.

At the site administrators' meeting, administrators provided updates on the implementation of LCAP, feedback in using the DigiCoach tool for classroom observations, and received training on the Assessment and Accountability procedures/changes for all CAASPP

testing. Stakeholders analyzed the data and shared that all subgroups scored lowest in the listening domain, 5th & 6th grade students had a significant decrease in writing, 4th, 6th and 8th grades had the highest number of standards not met in mathematics. Stakeholders suggested the district determine the effectiveness of instruction.

At the assistant principals' meeting the following were discussed: LCAP progress updates as related to English Learners and needs assessments, site coordinators for the ELPAC training, and a review of the redesignation form. As a result of the input from assistant principals, the LCAP will continue to increase and improve the monitoring systems and supports for English Language Learners (Action 2.11).

At the site administrators' meeting, administrators provided updates on the implementation of LCAP actions at their respective sites, reviewed the student 2018 Fall Survey, shared results from local assessments including SUTW and 95%. In addition, shared timelines of implementation for History-Social Science adoption & Next Generation Science Standards review of instructional materials. As a result of the meeting teacher training will continue as stated in the LCAP (Action 1.1)

At the LCAP Stakeholder meeting, attendees learned about state updates, LCAP Goal 1, possible root causes impacting attendance, and suspensions. As a result of the meeting attendees made the following recommendations:

- \*Check-In, Check Out
- \*Home visits
- \*Family outreach
- \*Implementation of Intervention Flowchart tiered supports
- \*Continue monitoring student attendance
- \*Continue with AmeriCorps staff support for chronically absent students

During the LCAP Stakeholder meeting, attendees continued to learn about LCAP updates to Goal 1, budget updates to actions 1.7-1.9 as of December 17th. The stakeholders provided feedback which resulted in a review of the implementation of the following:

Action 1.7 - There's outdated computers district-wide

Action 1.8 - There's aged equipment and furniture district-wide

Action 1.9 - The district needs to adhere to Proposition 58

Attendees were also provided with information on the California Dashboard and all stakeholders reviewed information at a site level to identify site needs.

At the assistant principals' meeting, administrators reported on student outcomes for reclassification counts, ELs' suspension, and ELs chronic absenteeism. In addition, administrators discussed ELPAC Summative testing, ELPAC scores studies, and how it is aligned to the SBAC. As a result of the input from assistant principals, the district will continue to increase and improve the monitoring systems and supports for English Language Learners (Action 2.11).

At the site administrators' meeting, administrators identified Integrated ELD, Math/ELA standards, and discussed review and reteaching as an area of need for teachers. Principals expressed the need for articulation time across grade levels and expressed the need to continue with 95% Group support for teachers as evidenced by continuing with Actions 1.1, 2.1 and 2.3.

During the LCAP Stakeholder meeting, attendees learned about Comprehensive Support and Improvement (CSI) compared to Additional Targeted Support and Improvement (ATSI), Physical Fitness data, Goal 2 updates, how the LCAP was modified to include supports for elementary site(s) identified for ATSI for the coming year and subsequent years. The stakeholders provided feedback which resulted in a review of the implementation of the following:

Action 2.1 - The junior high needs to work on students' organizational skills;

Action 2.1 - The junior high needs to include in the plan a week long Summer Bridge program;

Action 2.1 - The junior high needs to follow-up with incoming 6th graders;

Action 2.1 - The junior high needs to do quarterly reflection of actions and needs;

Action 2.1 - Golden Oak needs to improve on Chronic Absenteeism and targeted interventions need to increase;

Action 2.1 - Golden Oak needs to improve on Suspension Rate and have school-wide implementation of PBIS;

Action 2.1 - Golden Oak needs to improve on classroom management; mathematics and follow through with coaching;

Action 2.2 - Action already exists due to prior year's concern, therefore additional teachers for class-size reduction is not needed at this time.

Action 2.3 - Not every staff member needs the same professional development;

Action 2.3 - It's important to keep the intervention teacher and coach at Redwood;

Action 2.3 - An academic coach at Sequoia is needed;

Action 2.4 -2.10 Actions already exists due to prior year's concern, therefore additional action is not needed at this time.

Action 2.11 - Include half day ELD training and the other half for teachers to strategically plan on implementation in their classrooms.

Action 2.11 - Coaching opportunity to model application and execution of strategy.

Action 2.12 - SPED students to have access to Star Early Literacy so that they can gauge progress;

Action 2.12 - Method of early identification of students struggling in reading;

Action 2.13 -2.15 Actions already exists due to prior year's concern therefore additional action is not needed at this time.

During the parent and community meeting, participants received information regarding the LCAP and district's progress, goals, and needs for each of the priorities. Information was obtained by the participants on progress of English Learners and using California Dashboards to identify greatest needs for Golden Oak Elementary. The following input was provided by stakeholders:

\*PBIS (behavior, attendance, positive recognition supports)

\*Promote the importance of attendance

\*Motivate the students

\*School band at the elementary schools

\*Grade Level Packets for Independent Studies

\*GBLA

\*Guardianship education

\*Board policies

As a result of input the Director of Student and Family supports will continue to coordinate the district's efforts to address chronic absenteeism (Action 2.5, 2.6) and provide the support for implementation of PBIS (Action 2.15). The LCAP will support the need to increase student school connectedness and reduce absences (Action 2.1).

At the assistant principals' meeting, administrators reviewed RFEP process for 2018-2019 and were provided with links to reports of students who needed to be ELPAC tested. It was also discussed what preparations were needed prior to administering the ELPAC. As a result, the district will continue to increase and improve the monitoring systems and supports for English Language Learners (Action 2.11).

At the parent and community meeting, participants received information regarding the LCAP and district's progress, goals, and needs for each of the priorities. They also received information on progress of English Learners, available attendance information, and used California Dashboards to identify greatest needs for Redwood and Richland Junior High. The following input was provided:

- \*Art
- \*Science
- \*Cooking

The school sites will continue to support incentives for students (Action 2.1), the NGSS Professional Development opportunities (Action 1.1 & Action 2.8), and the district's commitment to adopt state adopted materials will align with the adoption of state standards timelines for visual and performing arts, Science, and meet the requirements for Priority 7- Course Access.

At the site administrators' meeting, administrators identified the correlations between the Single School Plan for Student Success (SPSA) and the LCAP, provided input on the professional learning needs for 2019-2020, reviewed classroom expectations for designated & integrated ELD, reviewed attendance goals for SPSAs, received information for the development of the School Safety Plan, and gave input on the instructional planning committees.

At the parent and community meeting, participants received information regarding the LCAP and district's progress, goals, and needs for each of the priorities. They also received information on progress of English Learners and how to use California Dashboards to identify greatest needs for Sequoia Elementary. The following input was provided:

- \*Increased communication between sites
- \*Cadenas
- \*Billboards
- \*Monthly calendar
- \*Announcements by the gate
- \*District Facebook

The LCAP has existing actions (Action 1.8 technician, Action 3.1 communication system) to increase communication with parents through parent portals, phone calls, text messaging, email, flyers and currently sends home announcements on a weekly basis. Actions will continue for the coming year.

At the stakeholder meeting, participants reviewed local data including DIBELS, STAR (ELA, Math, Early Literacy), Reading Intervention student data, Language Live, and Step Up to Writing for all 4 sites, for the past 3 years. They also received information on equity versus equality and were provided with examples on how stakeholders can provide feedback. This resulted in a review of the implementation of the following:

- \*Actions 3.1- 3.7 - Action already exists due to prior year's concern therefore additional action is not needed at this time.

- \*Action 3.8 - Redwood needs to schedule excursions for TK and Kindergarten students;
- \*Action 3.8 - Difficult to take all junior high students all at once on field trips;
- \*Action 3.9 - Classroom Management is a big issue at the junior high;

Participants also received information on progress of the budget committee from the CBO and actuals of expenses by action. Stakeholders were asked to provide recommendations in adherence to the five questions mandated for the development of the LCAP using the stakeholder input forms. As a result the district will continue to evaluate data and continue to implement systems to support the collection of student data in the coming year.

At the assistant principals' meeting, administrators reviewed ELPAC testing requirements including teacher calibration, affidavits, Matrix Four, SBAC testing and training requirements, and parent notifications regarding testing. In addition, feedback regarding LCAP and supports for 2019-2020 regarding PBIS, SSW's, and other EL needs took place. As a result of the meeting the district will continue with supports for PBIS (Action 3.9) and SSW's (Action 3.7)

At the site administrators' meeting, administrators conducted data gallery walks for all 4 school sites, shared needs based on evidence, reviewed LCAP recommendations from other stakeholders and provided input for the 2019-2020 LCAP. The following input was provided:

- \*Actions already in existence need to continue
- \*Need for PBIS support
- \*Continue with School Social Workers
- \*Continue with 95% Group (TK-6th), request for RJH expansion
- \*Support for student group-Students with Disabilities, for schools in the RED

At the LCAP Stakeholder meeting participants reviewed the 5 Questions to consider prior to making recommendations for the LCAP input, reviewed priorities and metrics and how these were correlated to the actions and the needs of the district. Reviewed ATSI for Golden Oak for performance of Students with Disabilities and CBO reviewed the new LCFF Budget Overview for Parents. Participants were given time to provide stakeholder input in writing for LCAP consideration. As a result the district will continue to provide supports to each individual site through Action 2.1.

At the LCAP Stakeholder meeting participants reviewed the District LCAP Dashboard needs that guide the LCAP development and reviewed all actions submitted at the previous meeting for input, each time revising the actions or adding if they were already in existence in the LCAP or needing to be revised. The following are some of the recommendations:

- \*Collaboration to include across grade levels and district wide,
- \*Grade specific, follow-up and data driven PD
- \*PD on Step Up To Writing
- \*PD on IAB constructed responses for ELA
- \*Kindergarten support

- \*Content experts
  - \*Academic coach
  - \*District wide PBIS articulation
  - \*Incentives, awards, student activities
  - \*School band
  - \*RJH support material for cooking
  - \*Independent study information to parents
  - \*Improve classroom sanitation
  - \*Include science labs at the elementary schools
  - \*Summer school at different sites
  - \*Science materials
  - \*Class size reduction
  - \*GATE field trip
  - \*Support for CCSS implementation
  - \*Continue with Full Time Psychologist & Mental Health Professionals for socio-emotional needs of students and families
  - \*Walkie Talkies for school administrators for increased safety
  - \*GO student planners
  - \*Art consultant at GO
  - \*Extra nurse (3 total)
  - \*Continue with School Social Workers
  - \*Translators for phone calls
  - \* Parent center at each school
  - \*District Facebook
  - \*Dean of Success (student focused)-increase attendance, decrease suspension, increase student engagement, test taking strategies
  - \*Teacher mentors instead of academic coaches
  - \*1-1 tutoring
  - \*Continue with library services and reduce class size
  - \*No funding for academic coaches, haven't helped close gaps
  - \*Add science specialist to conduct science labs
  - \*Smaller individualized classrooms
  - \*Invest in science lab;robotic lab
  - \*Teacher to work with newcomers and ELs struggling at each site
  - \*No dean of success at RJH
- As a result the district will continue to allocate funds to support sites through existing Action 2.1.

As a result of the LCAP Public Hearing the board directed the following actions be added to the LCAP:

- \*Dean of student success at the Richland Jr. High campus

During the Board meeting, the board approved the Local Control and Accountability Plan 2017-2020 for the 2019-2020 School Year

# 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

Goal 1: All students are successful in College and Career through the implementation of Common Core State Standards and 21st Century 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)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

For the coming year the Junior High will need to continue to hire single-subject credentialed teachers for ELA and Mathematics since according to the SARC three of the five teachers without a full credential were housed at Richland Jr. High, compared to Redwood and Sequoia who each had one.

The district needs to improve from 97% fully credentialed teachers as a result of the statewide teacher shortage, will be a carried action for the next two years.

The continued need for improvement will be focused on designated and integrated ELD best practices to meet the language needs of EL students in all content areas. The district continues to need professional development in common core standards for ELA/ELD and Mathematics, NGSS and History Social-Science. The need to integrate additional actions as recommended by stakeholders including after-school tutoring and homework help for all students and students identified as "newcomers", as well as summer school intervention and instructional aides to assist during classroom instruction.


The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (Orange):

English Language Arts :

White: -1 point  
 Students with Disabilities: +7.8 points  
 Asian: -23.4 points (although not currently identified as a significant subgroup)

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (ORANGE):  
 Mathematics  
 White: -4.5 points  
 Students with Disabilities: +9.4 points

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Teachers appropriately assigned and fully credentialed for assignment	<p>94% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC.            No teachers were misassigned.</p> 	<p>RSD will maintain or increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC.            No teachers will be misassigned.</p>	<p>RSD will continue to maintain or increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC.            No teachers will be misassigned.</p>	<p>RSD will maintain or increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching at 97% as determined by State Reported SARC.</p>
Priority 1(b): Pupil access to standards-aligned materials	<p>100% of pupils have access to standards-aligned materials per State Reported SARC.</p>	<p>100% of pupils will have access to standards-aligned materials per State Reported SARC.</p>	<p>100% of pupils will continue to have access to standards-aligned materials per State Reported SARC.</p>	<p>100% of pupils will have access to standards-aligned materials per State Reported SARC.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(c): School facilities maintained in good repair	In the Richland School District: three school sites have an overall rating of “exemplary” and one school site has an overall rating of “good repair “ as indicated on the State Reported SARC.	Maintain all three school sites to have an overall rating of “exemplary” and maintain/improve one school site has an overall rating of “good repair “ as indicated on the State Reported SARC.	Maintain two school sites to have an overall rating of “exemplary” and maintain/improve two school sites to have an overall rating of “good repair “ as indicated on the State Reported SARC.	RSD will maintain four school sites with an overall rating of “exemplary” and not receive an overall rating below “good repair” as indicated on the State Reported SARC.
Priority 2(a): Implementation of CA academic and performance standards	Classrooms in the Richland School District are in the initial implementation of CA academic and performance standards as determined by the Reflection Tool Survey.	Classrooms in the Richland School District will have “Met” the CA academic and performance standards as determined by the Reflection Tool Survey.	Classrooms in the Richland School District will continue to have “Met” the CA academic and performance standards as determined by the Reflection Tool Survey.	Classrooms in the Richland School District will have “Met” the California Academic and Performance Standards as determined by the Reflection Tool Survey.
Priority 2(b): How programs/services enable ELs to access CCSS and ELD standards	Programs and services in the Richland School District enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.	Programs and services in the Richland School District will have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.	Programs and services in the Richland School District will continue to have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.	Programs and services in the Richland School District will have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.
Priority 4(a): Statewide assessments	Students in grades 3rd-8th grade made an overall increase on the	Students in grades 3rd-8th in the “All” category will make an overall	Students in grades 3rd-8th in the “All” category will make an overall	Students in grades 3rd-8th in the "All" student group will make an

status and level change by 14.9 points towards level 3 in ELA as indicated on the California Dashboard.

Students in grades 3rd-8th grade made an overall increase on the status and level change by 1.6 points towards level 3 in Math as indicated on the California Dashboard.

24% of students in 5th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test results.

40% of students in 8th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test baseline results.

Science Percentage of Students who Scored Proficient or Advanced				
	2013-2014 CST	2014-2015 CST	2015-2016 CST	2016-2017 CAST
5th Grade	23%	24%	24%	CAST Pilot (no data will be available)
8th Grade	38%	41%	40%	CAST Pilot (no data will be available)

increase of 15 points to move towards level three (DF3) in ELA as indicated on the California Dashboard.

Students in grades 3rd-8th in the "All" category will make an overall increase of 5 points to move towards level three (DF3) in Mathematics as indicated on the California Dashboard.

RSD will establish a baseline year for the percent of 5th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

RSD will establish a baseline year for the percent of 8th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

increase of 3 points to move towards level three (DF3) in ELA as indicated on the California Dashboard.

Students in grades 3rd-8th in the "All" category will make an overall increase of 7 points to move towards level three (DF3) in Mathematics as indicated on the California Dashboard.

RSD will establish a baseline year for the percent of 5th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

RSD will establish a baseline year for the percent of 8th grade students scoring Proficient or Advanced in the CAST (California Science Test) as determined by the CAASPP test results.

overall increase of 6.0 points towards Standard Met from 46.8 below standard to 40.8, in English Language Arts Assessment, as indicated on the California School Dashboard.

Students in grades 3rd-8th in the "All" student group will make an overall increase of 7.2 points towards Standard Met from 72 points below standard to 64.8, in Mathematics, as indicated on the California Dashboard.

The California Science Test (CAST) was field tested during spring of 2018 for students in 5th & 8th grade. No assessment data is available for 2017-2018.

CAST operational test: Scale scores and achievement levels will be provided on the CAASPP Student Score Report in fall 2019, after standard setting in summer 2019. The CAA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																										
				for Science is being field tested in 2018-2019 and preliminary indicators will be available in Fall 2019.																																										
Priority 4(b): Academic Performance Index	Not Applicable	Not Applicable	Not Applicable	Not Applicable																																										
Priority 4(c): Pupils completing a-g or CTE sequences/programs	Not Applicable	Not Applicable	Not Applicable	Not Applicable																																										
Priority 4(d): EL pupils making progress toward English proficiency	<p>63.1% of RSD EL students made progress toward English proficiency as reported by the Spring 2017 California Model 5x5 Placement Reports and Data.</p> <table><thead><tr><th>CD9CODE</th><th>Name</th><th>Color</th><th>Status Level</th><th>Change Level</th><th>Percent - Current Year Status</th><th>Change</th></tr></thead><tbody><tr><td>1563576000000</td><td>Richland Union Elementary</td><td>Orange</td><td>Low</td><td>Maintained</td><td>62.1%</td><td>1.1%</td></tr><tr><td>1563576010771</td><td>Segovia Elementary</td><td>Yellow</td><td>Low</td><td>Increased</td><td>60.9%</td><td>8.3%</td></tr><tr><td>1563576000000</td><td>Redwood Elementary</td><td>Orange</td><td>Low</td><td>Maintained</td><td>61.9%</td><td>-2.3%</td></tr><tr><td>1563576010003</td><td>Richland Junior High</td><td>Orange</td><td>Medium</td><td>Decline</td><td>67.1%</td><td>-3.1%</td></tr><tr><td>1563576000001</td><td>Golden Oak Elementary</td><td>Orange</td><td>Low</td><td>Maintained</td><td>63.6%</td><td>0.8%</td></tr></tbody></table>	CD9CODE	Name	Color	Status Level	Change Level	Percent - Current Year Status	Change	1563576000000	Richland Union Elementary	Orange	Low	Maintained	62.1%	1.1%	1563576010771	Segovia Elementary	Yellow	Low	Increased	60.9%	8.3%	1563576000000	Redwood Elementary	Orange	Low	Maintained	61.9%	-2.3%	1563576010003	Richland Junior High	Orange	Medium	Decline	67.1%	-3.1%	1563576000001	Golden Oak Elementary	Orange	Low	Maintained	63.6%	0.8%	RSD EL students will increase by 1.1 percentage points toward English proficiency as indicated on the California Dashboard.	73.5% of EL students will continue to make progress towards English proficiency as indicated on the California Dashboard.	Based on the 2017-2018 ELPAC Summative Assessment Baseline (31.3% Level 4 - Well Developed, 34.6% Level 3 - Moderately Developed, 21.3% Level 2 - Somewhat Developed, and 12.7% Level 1 - Beginning Stage), the Richland School District will increase the percentage of English Learner pupils making progress toward English proficiency by one percentage point in each level 2-4 and a decrease in Level 1,
CD9CODE	Name	Color	Status Level	Change Level	Percent - Current Year Status	Change																																								
1563576000000	Richland Union Elementary	Orange	Low	Maintained	62.1%	1.1%																																								
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																										
				(Level 4: 32.3%, Level 3: 35.6%, Level 2: 22.3%, Level 1: 11.7%), as noted on the California School Dashboard.																																										
Priority 4(e): English Learner reclassification rate	11.4% of RSD identified English Learners met the criteria for reclassification as determined by DataQuest. <table><caption>3-Year Historical RPEP Count by School District</caption><thead><tr><th>School Site</th><th>2014-2015 English Learners</th><th>Students Reclassified ELP 2014-2015</th><th>2015-2016 English Learners</th><th>Students Reclassified ELP 2015-2016</th><th>2016-2017 English Learners</th><th>Students Reclassified ELP 2016-2017</th></tr></thead><tbody><tr><td>Golden Gate</td><td>642</td><td>40 (6.1%)</td><td>566</td><td>14 (2.4%)</td><td>483</td><td>98 (10.7%)</td></tr><tr><td>Redwood</td><td>517</td><td>84 (11.7%)</td><td>497</td><td>48 (9.7%)</td><td>476</td><td>41 (8.2%)</td></tr><tr><td>Richard Sutton High</td><td>231</td><td>28 (11.9%)</td><td>278</td><td>42 (17.9%)</td><td>234</td><td>26 (11.3%)</td></tr><tr><td>Sequoia</td><td>347</td><td>29 (8.4%)</td><td>349</td><td>17 (4.9%)</td><td>362</td><td>26 (7.2%)</td></tr><tr><td><b>Grand</b></td><td><b>1,842</b></td><td><b>179 (10.2%)</b></td><td><b>1,671</b></td><td><b>121 (7.3%)</b></td><td><b>1,555</b></td><td><b>194 (12.4%)</b></td></tr></tbody></table>	School Site	2014-2015 English Learners	Students Reclassified ELP 2014-2015	2015-2016 English Learners	Students Reclassified ELP 2015-2016	2016-2017 English Learners	Students Reclassified ELP 2016-2017	Golden Gate	642	40 (6.1%)	566	14 (2.4%)	483	98 (10.7%)	Redwood	517	84 (11.7%)	497	48 (9.7%)	476	41 (8.2%)	Richard Sutton High	231	28 (11.9%)	278	42 (17.9%)	234	26 (11.3%)	Sequoia	347	29 (8.4%)	349	17 (4.9%)	362	26 (7.2%)	<b>Grand</b>	<b>1,842</b>	<b>179 (10.2%)</b>	<b>1,671</b>	<b>121 (7.3%)</b>	<b>1,555</b>	<b>194 (12.4%)</b>	12% of RSD identified English Learners will meet the criteria for reclassification as determined by DataQuest.	16% of identified English Learners will continue to meet the criteria for reclassification as determined by DataQuest.	12% of RSD identified English Learners will meet the criteria for reclassification as determined by DataQuest.
School Site	2014-2015 English Learners	Students Reclassified ELP 2014-2015	2015-2016 English Learners	Students Reclassified ELP 2015-2016	2016-2017 English Learners	Students Reclassified ELP 2016-2017																																								
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Priority 4(f): Percentage of pupils passing AP exam with 3 or higher	Not Applicable	Not Applicable	Not Applicable	Not Applicable																																										
Priority 4(g): Percentage of pupils who participate in and demonstrate college preparedness on EAP	Not Applicable	Not Applicable	Not Applicable	Not Applicable																																										
Priority 7(a): Extent to which pupils have access to and are enrolled in a broad course of study (EC51210/51220)	100% of pupils have access to instructional courses and to all of the subject areas as described in Section 51210 and Section	100% of pupils will have access to instructional courses and to all of the subject areas as described in Section 51210 and Section	100% of pupils will continue to have access to instructional courses and to all of the subject areas as described in Section 51210 and	100% of pupils will have access to instructional courses and to all of the subject areas as described in Section 51210 and Section																																										

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.	51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.	Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.	51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.
Priority 7(b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated services	100% of unduplicated students have access to programs and services as determined by classroom rosters and student class schedules.	100% of unduplicated students will have access to programs and services as determined by classroom rosters and student class schedules.	100% of unduplicated students will continue to have access to programs and services as determined by classroom rosters and student class schedules.	100% of unduplicated students will have access to programs and services as determined by classroom rosters and student class schedules.
Priority 7(c): Extent to which pupils have access to and are enrolled in program/services for pupils with exceptional needs	100% of exceptional needs pupils have access to programs and services as determined by IEP's.	100% of exceptional needs pupils will have access to programs and services as determined by IEP's.	100% of exceptional needs pupils will continue to have access to programs and services as determined by IEP's.	100% of exceptional needs pupils will have access to programs and services as determined by IEP's.

## 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 Continue to provide one Director to facilitate high quality: professional learning and collaborative opportunities for all educators (TK-8) including Special Day Class teachers, anchored to the Common Core State Standards (ELD, Next Generation Science Standards, History-Social Science, Visual and Performing Arts, Physical Education, Writing)  
Develop a coherent, aligned, balanced Assessment System to ensure assessments administered are rigorous, fair, nonredundant, and tied to improved teaching and learning.  
Use of state and local data from the state standards aligned assessment system (Illuminate) to establish priorities for professional learning, monitor and report on progress made for all subgroups for grades TK-8.  
Smarter Balanced Digital Library to support educators with the four attributes

**2018-19 Actions/Services**

1.1 Continue to provide one Director to coordinate high quality professional learning and collaborative opportunities for administrators and teachers (including Special Day Class teachers) anchored to the Common Core State Standards and State Frameworks to help All students achieve their highest potential for social-economically disadvantaged students, students with disabilities, English Learners, Foster Youth and Homeless by providing equitable access to all areas of the curricula:  
English Language Arts  
Mathematics  
History-Social Science  
Next Generation Science Standards  
Physical Education  
Visual and Performing Arts  
Writing  
All training will include follow-up support and assistance for classroom teachers and support staff in the application of the

**2019-20 Actions/Services**

1.1 Continue to provide one Director of Curriculum and Instruction to coordinate high quality professional learning and collaborative opportunities for administrators and teachers (including Special Day Class teachers) anchored to the Common Core State Standards and State Frameworks to help All students achieve their highest potential for social-economically disadvantaged students, students with disabilities, English Learners, Foster Youth and Homeless by providing equitable access to all areas of the curricula:  
  
English Language Arts  
  
Mathematics  
  
History-Social Science  
  
Next Generation Science Standards

of formative assessment: Clarify Intended Learning, Illicit Evidence, Interpret Evidence, and Act on Evidence.

Expenses include: personnel, professional development, assessment system, travel, conferences, extra-time/substitutes, materials/supplies, consultants, refreshments

district's adopted program and instructional initiatives. Lessons will be modeled for teachers to make certain that all teachers have been trained to an advanced level of lesson delivery and are using the instructional materials as designed. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.

Use state and local data to verify student groups are receiving:

Appropriate high-quality instruction that addresses unduplicated pupils needs  
Maximally advances students skills and knowledge

Up-to-date and relevant resources

Provide settings that are physically and psychologically safe, respectful, and intellectually stimulating

Identify priorities for professional learning  
Monitor and report on progress made for all students groups

Provide teacher support on the use of Smarter Balanced Digital Library on the four attributes of formative assessment:  
Clarify Intended Learning, Illicit Evidence, Interpret Evidence, and Act on Evidence.

Expenses include: personnel, professional development, assessment system, travel, conferences, extra-time/substitutes, materials/supplies, consultants, refreshments

Physical Education

Visual and Performing Arts

Writing

All training will include follow-up support and assistance for classroom teachers and support staff in the application of the district's adopted program and instructional initiatives. Lessons will be modeled for teachers to make certain that all teachers have been trained to an advanced level of lesson delivery and are using the instructional materials as designed. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.

Use state and local data to verify student groups are receiving:

- Appropriate high-quality instruction that addresses unduplicated pupils needs
- Maximally advances students skills and knowledge
- Up-to-date and relevant resources
- Provide settings that are physically and psychologically safe, respectful, and intellectually stimulating
- Identify priorities for professional learning
- Monitor and report on progress made for all students groups

- Provide teacher support on the use of Smarter Balanced Digital Library on the four attributes of formative assessment: Clarify Intended Learning, Illicit Evidence, Interpret Evidence, and Act on Evidence.

Expenses include: personnel, professional development, assessment system, travel, conferences, extra-time/substitutes, materials/supplies, consultants, refreshments

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$60,480	\$15,085
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries PROF DEVELOPMENT SUBS	Certificated Personnel Salaries PROF DEVELOPMENT SUBS	Certificated Personnel Salaries PROF DEVELOPMENT SUBS
Amount	\$5,274.00	\$11,752	\$3,470
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits PROF DEVELOPMENT SUBS	Certificated Benefits PROF DEVELOPMENT SUBS	Certificated Benefits PROF DEVELOPMENT SUBS
Amount	\$65,663.58	\$61,421	\$61,421
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries DIR OF CURRICULUM	Certificated Personnel Salaries DIR OF CURRICULUM	Certificated Personnel Salaries DIR OF CURRICULUM

Amount	\$24,201.72	\$24,186	\$26,321.42
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits DIR OF CURRICULUM	Certificated Benefits DIR OF CURRICULUM	Certificated Benefits DIR OF CURRICULUM
Amount	\$150,000	\$95,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries PROF DEVELOPMENT EXTRA TIME	Certificated Personnel Salaries PROF DEVELOPMENT EXTRA TIME	Certificated Personnel Salaries PROF DEVELOPMENT EXTRA TIME
Amount	\$25,965	\$18,459	\$10,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits PROF DEVELOPMENT EXTRA TIME	Certificated Benefits PROF DEVELOPMENT EXTRA TIME	Certificated Benefits PROF DEVELOPMENT EXTRA TIME
Amount	\$130,000	\$580,000	\$511,000
Source	Base	Base	Base
Budget Reference	Books And Supplies JUNIOR HIGH MATH ADOPTIONS	Books And Supplies NGSS OR HIST SOC SCIENCE K-8	Books And Supplies NGSS OR HIST SOC SCIENCE K-8
Amount	\$240,000	0	0
Source	Base	NA	NA
Budget Reference	Books And Supplies JUNIOR HIGH ELA ADOPTIONS	NA NA	NA NA
Amount	\$430,000	NA	NA
Source	Base	NA	NA
Budget Reference	Books And Supplies ELEM ELA ADOPTIONS	NA NA	NA NA

Amount	\$20,000	NA	NA
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Services And Other Operating Expenditures ILLUMINATE	Services And Other Operating Expenditures ILLUMINATE	Services And Other Operating Expenditures ILLUMINATE
Amount	\$10,000	\$125,000	\$65,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONSULTANT/PROF SERVICES	Services And Other Operating Expenditures CONSULTANT/PROF SERVICES	Services And Other Operating Expenditures CONSULTANT/PROF SERVICES
Amount	\$3,000	\$150,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies ADOPTION COMMITTEE SUPPLIES	Books And Supplies ADOPTION COMMITTEE SUPPLIES	Books And Supplies ADOPTION COMMITTEE SUPPLIES
Amount	\$30,000	\$35,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures TRAVEL/CONF/PROF DEVELOPMENT	Services And Other Operating Expenditures TRAVEL/CONF/PROF DEVELOPMENT	Services And Other Operating Expenditures TRAVEL/CONF/PROF DEVELOPMENT
Amount	0	\$313,250	\$0
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Personnel Salaries ACADEMIC SUPPORT - EXTRA TIME	Certificated Personnel Salaries ACADEMIC SUPPORT - EXTRA TIME

Amount	NA	\$131,823	\$0
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Benefits ACADEMIC SUPPORT - EXTRA TIME	Certificated Benefits ACADEMIC SUPPORT - EXTRA TIME

## 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

1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff,

### 2018-19 Actions/Services

1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff,

### 2019-20 Actions/Services

1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff,

establishing grade level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources.

Library staff: one District Librarian, one Library Secretary, and four Library Assistants

Expenses include: library books, materials, technology, library personnel, professional development

establishing grade level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources that will be provided in a variety of formats with a diverse appeal to support a text rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners and Special Education Students in acquiring 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. The library will be open during lunch time for students to check out board games that will be used in a designated area at the RJH campus.

Library staff: one District Librarian, one Library Secretary, and four Library Assistants

Expenses include: library books, materials, technology, library personnel, professional development

establishing grade level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources that will be provided in a variety of formats with a diverse appeal to support a text rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners and Special Education Students in acquiring 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. The library will be open during lunch time for students to check out board games that will be used in a designated area at the RJH campus. Services via libraries will include student engagement in Makerspaces to support interdisciplinary, project-based learning that supports NGSS and the implementation of the 5Cs

Library staff: one District Librarian, one Library Secretary, and four Library Assistants

Expenses include: library books, materials, technology, library personnel, professional development

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,869.10	\$81,678	\$81,678.10
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries DISTRICT LIBRARIAN	Certificated Personnel Salaries DISTRICT LIBRARIAN	Certificated Personnel Salaries DISTRICT LIBRARIAN
Amount	\$30,392.09	\$31,923	\$34,890
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits DISTRICT LIBRARIAN	Certificated Benefits DISTRICT LIBRARIAN	Certificated Benefits DISTRICT LIBRARIAN
Amount	\$8,985.46	\$9,075	\$9,075.34
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Certificated Personnel Salaries DISTRICT LIBRARIAN	Certificated Personnel Salaries DISTRICT LIBRARIAN	Certificated Personnel Salaries DISTRICT LIBRARIAN
Amount	\$3,376.89	\$3,547	\$3,876.76
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Certificated Benefits DISTRICT LIBRARIAN	Certificated Benefits DISTRICT LIBRARIAN	Certificated Benefits DISTRICT LIBRARIAN
Amount	\$78,671	\$65,396	\$58,925.87
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries SITE LIBRARY STAFF	Classified Personnel Salaries SITE LIBRARY STAFF REGULAR SALARIES AND EXTRA TIME	Classified Personnel Salaries SITE LIBRARY STAFF REGULAR SALARIES AND EXTRA TIME
Amount	\$61,874	\$52,005	\$54,101.49
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits SITE LIBRARY STAFF	Classified Benefits SITE LIBRARY STAFF	Classified Benefits SITE LIBRARY STAFF

Amount	\$96,854	\$100,269	\$101,602.62
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Personnel Salaries SITE LIBRARY STAFF	Classified Personnel Salaries SITE LIBRARY STAFF	Classified Personnel Salaries SITE LIBRARY STAFF
Amount	\$73,217	\$77,214	\$83,642.86
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Benefits SITE LIBRARY STAFF	Classified Benefits SITE LIBRARY STAFF	Classified Benefits SITE LIBRARY STAFF
Amount	\$60,930	\$130,000	\$141,910
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies BOOKS, SUPPLIES, CART, SUBSCRIPTIONS, AND TECHNOLOGY	Books And Supplies BOOKS, SUPPLIES, CART, SUBSCRIPTIONS, AND TECHNOLOGY	Books And Supplies BOOKS, SUPPLIES, CART, SUBSCRIPTIONS, AND TECHNOLOGY
Amount	\$10,056	\$10,500	\$7,676
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONFERENCE AND PROGRAMS	Services And Other Operating Expenditures CONFERENCE AND PROGRAMS	Services And Other Operating Expenditures CONFERENCE AND PROGRAMS

### 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 Continue to provide one Assistant Superintendent for administrative coordination and leadership on the LCAP development including: implementation and alignment to the School Plan for Student Achievement providing leadership on current state and federal changes to ESSA, SPSA, LCFF, LCAP legislation, including changes to required templates metrics and best practices monitoring and reporting on the plan progress for required metrics (specified measures) and objective for each state priority engage stakeholders in the progress for current actions and involvement process through the administration of state reflection tools and vetted surveys

Systems: SARC, Document Tracking System (DTS), California Dashboards, CHKS

Expenses: personnel, professional development, conference & travel,

### 2018-19 Actions/Services

1.3 Continue to provide one Assistant Superintendent for administrative coordination and leadership on the LCAP development for unduplicated pupils and align actions to principally direct funds for: implementation and alignment to the School Plan for Student Achievement providing leadership on current state and federal changes to ESSA, SPSA, LCFF, LCAP legislation, including changes to required templates metrics and best practices, monitoring and reporting on the plan progress for required metrics (specified measures) and objectives for each state priority, engage stakeholders in the progress for current actions and involvement process through the administration of state reflection tools and vetted surveys.

Systems: SARC, Document Tracking System (DTS), California Dashboards, CHKS

Expenses: personnel, professional development, conference & travel,

### 2019-20 Actions/Services

1.3 Continue to provide one Assistant Superintendent for administrative coordination and leadership on the LCAP development for unduplicated pupils and align actions to principally direct funds for: implementation and alignment to the School Plan for Student Achievement providing leadership on current changes to LCFF and LCAP legislation, including changes to required templates metrics and best practices, monitoring and reporting on the plan progress for required metrics (specified measures) and objectives for each state priority, engage stakeholders in the progress for current actions and involvement process through the administration of state reflection tools and vetted surveys.

Systems: SARC, Document Tracking System (DTS), California Dashboards, CHKS, Self-Reflection Tool for Priority 3: Parent Engagement

Expenses: personnel, professional development, conference & travel,

materials/supplies, duplication, monitoring systems, translation, child care, refreshments

materials/supplies, duplication, monitoring systems, translation, child care, refreshments

materials/supplies, duplication, monitoring systems, translation, child care, refreshments

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,409.20	\$12,847	\$13,167.80
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries ASSISTANT SUPERINTENDENT - ED SERVICES	Certificated Personnel Salaries ASSISTANT SUPERINTENDENT - ED SERVICES	Certificated Personnel Salaries ASSISTANT SUPERINTENDENT - ED SERVICES
Amount	\$3,902.17	\$4,202	\$4,692.55
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits ASSISTANT SUPERINTENDENT - ED SERVICES	Certificated Benefits ASSISTANT SUPERINTENDENT - ED SERVICES	Certificated Benefits ASSISTANT SUPERINTENDENT - ED SERVICES
Amount	\$500	\$3,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies LCAP SUPPLIES	Books And Supplies LCAP SUPPLIES	Books And Supplies LCAP SUPPLIES
Amount	\$3,000	\$4,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONFERENCE	Services And Other Operating Expenditures CONFERENCE	Services And Other Operating Expenditures CONFERENCE

Amount	\$500	\$250	\$400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries STAKEHOLDER MEETING CHILDCARE	Classified Personnel Salaries STAKEHOLDER MEETING CHILDCARE	Classified Personnel Salaries STAKEHOLDER MEETING CHILDCARE
Amount	\$47	\$24	\$68
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits STAKEHOLDER MEETING CHILDCARE	Classified Benefits STAKEHOLDER MEETING CHILDCARE	Classified Benefits STAKEHOLDER MEETING CHILDCARE
Amount	\$4,000	\$7,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures LCAP DATA MONITORING PROGRAMS	Services And Other Operating Expenditures LCAP DATA MONITORING PROGRAMS	Services And Other Operating Expenditures LCAP MONITORING PROGRAMS

#### 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 Continue to fund four Academic Coaches to provide instructional support for teachers throughout the academic year on Common Core State Standards, ELD Standards, Next Generation Science Standards and History-Social Science to support the instructional team's capacity to deliver Good First Instruction to close the achievement gap for unduplicated pupils and accelerate learning for all students.

Expenses: personnel, professional development, materials/supplies, duplication, conference & travel

### 2018-19 Actions/Services

1.4 Discontinued see analysis page 39

### 2019-20 Actions/Services

1.4 Discontinued see analysis page 39

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$244,544.37	N/A	N/A
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Personnel Salaries ACADEMIC COACHES	NA	NA

Amount	\$100,207	N/A	N/A
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Benefits ACADEMIC COACHES	NA	NA
Amount	\$30,568.06	N/A	N/A
Source	Title II-A	NA	NA
Budget Reference	Certificated Personnel Salaries ACADEMIC COACHES	NA	NA
Amount	\$12,525.83	N/A	N/A
Source	Title II-A	NA	NA
Budget Reference	Certificated Benefits ACADEMIC COACHES	NA	NA
Amount	\$30,568.06	N/A	N/A
Source	Title III LEP	NA	NA
Budget Reference	Certificated Personnel Salaries ACADEMIC COACHES	NA	NA
Amount	\$12,525.83	N/A	N/A
Source	Title III LEP	NA	NA
Budget Reference	Certificated Benefits ACADEMIC COACHES	NA	NA
Amount	\$8,000	N/A	N/A
Source	Supplemental and Concentration	NA	NA
Budget Reference	Books And Supplies ACADEMIC COACH SUPPLIES	NA	NA

Amount	\$20,000	N/A	N/A
Source	Supplemental and Concentration	NA	NA
Budget Reference	Services And Other Operating Expenditures ACADEMIC COACH CONFERENCE/PROF DEVELOPMENT	NA	NA

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

1.5 Continue with one Induction Program Support Provider to work with participating teachers in the Induction and Intern Programs for professional learning in both content and pedagogy.

### 2018-19 Actions/Services

1.5 Continue with one Induction Program Support Provider to work with participating teachers in the Induction and Intern Programs for professional learning in both content and pedagogy to increase

### 2019-20 Actions/Services

1.5 Continue with one Induction Program Support Provider to work with participating teachers in the Induction and Intern Programs for professional learning in both content and pedagogy to increase

Expenses include: personnel, professional development, Induction Program cost, materials	<p>performance levels for unduplicated pupils which will be evidenced through observation data collected by using a data collection system.</p> <p>Participation in district-wide professional development to support new teachers with the full implementation of instructional and assessment systems.</p> <p>Expenses include: personnel, professional development, Induction Program cost, materials</p>	<p>performance levels for unduplicated pupils which will be evidenced through observation data collected by using a data collection system.</p> <p>Continued participation in district-wide professional development to support new teachers with the full implementation of instructional and assessment systems.</p> <p>Expenses include: personnel, professional development, Induction Program cost, materials</p>
--	--	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,042.03	\$47,940	\$48,366.77
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Certificated Personnel Salaries BTSA COACH	Certificated Personnel Salaries INDUCTION COACH	Certificated Personnel Salaries INDUCTION COACH
Amount	\$17,073.92	\$18,046	\$19,815.48
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Certificated Benefits BTSA COACH	Certificated Benefits INDUCTION COACH	Certificated Benefits INDUCTION COACH
Amount	\$22,622.46	\$23,063	\$23,275.84
Source	Title II-A	Title II-A	Title II-A
Budget Reference	Certificated Personnel Salaries BTSA COACH	Certificated Personnel Salaries INDUCTION COACH	Certificated Personnel Salaries INDUCTION COACH

Amount	\$8,210.83	\$8,681	\$9,535.92
Source	Title II-A	Title II-A	Title II-A
Budget Reference	Certificated Benefits BTSA COACH	Certificated Benefits INDUCTION COACH	Certificated Benefits INDUCTION COACH
Amount	\$22,622.46	\$23,063	\$23,275.84
Source	Title III LEP	Title III LEP	Title III LEP
Budget Reference	Certificated Personnel Salaries BTSA COACH	Certificated Personnel Salaries INDUCTION COACH	Certificated Personnel Salaries INDUCTION COACH
Amount	\$8,210.83	\$8,682	\$9,535.92
Source	Title III LEP	Title III LEP	Title III LEP
Budget Reference	Certificated Benefits BTSA COACH	Certificated Benefits INDUCTION COACH	Certificated Benefits INDUCTION COACH
Amount	\$80,000	\$60,000	\$14,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures KCSOS BTSA SERVICES	Services And Other Operating Expenditures KCSOS INDUCTION SERVICES	Services And Other Operating Expenditures KCSOS INDUCTION SERVICES
Amount	\$10,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONFERENCE/PROF DEVELOPMENT	Services And Other Operating Expenditures CONFERENCE/PROF DEVELOPMENT	Services And Other Operating Expenditures CONFERENCE/PROF DEVELOPMENT
Amount	0	\$2,000	\$500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies INDUCTION COACH SUPPLIES	Books And Supplies INDUCTION COACH 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)

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**

1.6 Continue with one Ed. Technology Teacher to work with administration to develop and deliver a roadmap to prepare students for success in college, career, and digital citizenship by:  
Providing support and assistance to all classroom teachers in the full and skillful implementation of the District's adopted programs and instructional initiatives  
Coordinating and implementing new technology resources, processes, and structures that support closing the achievement and access gap  
Creating the Future Ready Action Plan  
Addressing individual teacher needs in district systems including but not limited to:

**2018-19 Actions/Services**

1.6 Continue with one Ed. Technology Teacher to work with administration to stay up to date on the status of the creation of the California Computer Science Standards for California Public Schools: Kindergarten Through Grade Twelve.  
Continue to provide support and assistance to all classroom teachers in the full and skillful implementation of the District's adopted programs and instructional initiatives.  
Coordinating and implementing new technology resources, processes, structures and assessment systems that support closing the achievement and access gap.

**2019-20 Actions/Services**

1.6 Continue with one Ed. Technology Teacher to work with administration to stay up to date on the status of the creation of the California Computer Science Standards for California Public Schools: Kindergarten Through Grade Twelve.  
Continue to provide support and assistance to all classroom teachers with the integration of technology, using district adopted programs.

Addressing individual teacher needs in district systems and collection of district-wide data to include but not limited to:  
Google classroom, Illuminate, Smarter Balanced Digital Library, enVision Math,

Google classroom, Illuminate, Smarter Balanced Digital Library, enVision Math, Accelerated Reader, Youtube & Windows 10

Expenses: professional development, extra-time/subs, personnel, materials & supplies, refreshments, conferences (Illuminate, Future Ready, Kern Tech, Lead 3.0 Symposium), monitoring system

Addressing individual teacher needs in district systems and collection of district-wide data to include but not limited to: Google classroom, Illuminate, Smarter Balanced Digital Library, enVision Math, Accelerated Reader, Youtube & Windows 10

Expenses: professional development, extra-time/subs, personnel, materials & supplies, refreshments, conferences (Illuminate, Future Ready, Kern Tech, Lead 3.0 Symposium), monitoring system

Accelerated Reader, Youtube & Windows 10

Expenses: professional development, extra-time/subs, personnel, materials & supplies, refreshments, conferences, monitoring system

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,163.18	\$75,468	\$87,977.45
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries ED TECH COACH	Certificated Personnel Salaries ED TECHNOLOGY TEACHER	Certificated Personnel Salaries ED TECHNOLOGY TEACHER
Amount	\$32,789.16	\$31,764.83	\$37,535.03
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits ED TECH COACH	Certificated Benefits ED TECHNOLOGY TEACHER	Certificated Benefits ED TECHNOLOGY TEACHER
Amount	\$15,000	\$25,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries ED TECH PD EXTRA TIME	Certificated Personnel Salaries ED TECHNOLOGY TEACHER PD EXTRA TIME	Certificated Personnel Salaries ED TECHNOLOGY TEACHER PD EXTRA TIME

Amount	\$2,637	\$4,745	\$630
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits ED TECH PD EXT TIME	Certificated Benefits ED TECHNOLOGY TEACHER PD EXT TIME	Certificated Benefits ED TECHNOLOGY TEACHER PD EXT TIME
Amount	\$2,000	\$25,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries ED TECH PD SUBS	Certificated Personnel Salaries ED TECHNOLOGY TEACHER PD SUBS	Certificated Personnel Salaries ED TECHNOLOGY TEACHER PD SUBS
Amount	\$351.60	\$4,745	\$190
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits ED TECH PD SUBS	Certificated Benefits ED TECHNOLOGY TEACHER PD SUBS	Certificated Benefits ED TECHNOLOGY TEACHER PD SUBS
Amount	\$2,500	\$3,000	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies ED TECH SUPPLIES	Books And Supplies ED TECHNOLOGY TEACHER SUPPLIES	Books And Supplies ED TECHNOLOGY TEACHER SUPPLIES
Amount	\$18,000	\$25,000	\$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures ED TECH CONFERENCE, FUTURE READY AND MONITORING SYSTEM	Services And Other Operating Expenditures ED TECHNOLOGY TEACHER CONFERENCE, FUTURE READY AND MONITORING SYSTEM	Services And Other Operating Expenditures ED TECHNOLOGY TEACHER CONFERENCE, FUTURE READY AND MONITORING SYSTEM

## Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1.7 Continue to maintain and upgrade technology district-wide and support the integration of technology to improve instruction and learning of 21st century skills.

Expenses include: technology equipment &amp; infrastructure, contract work

**2018-19 Actions/Services**

1.7 Continue to maintain and upgrade technology district wide to support the integration of technology into all curricula, including core instruction. Through the availability of appropriate technology used for instructional purposes, teachers will be able to create different forms of learning and teaching based on the 21st Century skills needed to principally direct towards educational options for Foster Youth, Low Income students, English Language Learners and Special Education students.

Expenses include: technology equipment &amp; infrastructure, contract work

**2019-20 Actions/Services**

1.7 Continue to maintain and upgrade technology district wide to support the integration of technology into all curricula, including core instruction as well as increase the knowledge base of technology support staff with district wide platforms tied to classroom instruction. Through the availability of appropriate technology used for instructional purposes, teachers will be able to create different forms of learning and teaching based on the 21st Century skills needed to principally direct towards educational options for Foster Youth, Low Income students, English Language Learners and Special Education students.

Expenses include: technology equipment & infrastructure, contract work

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$150,000	\$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies CLASSROOM TECHNOLOGY EQUIPMENT	Books And Supplies CLASSROOM TECHNOLOGY EQUIPMENT	Books And Supplies CLASSROOM TECHNOLOGY EQUIPMENT
Amount	\$100,000	\$125,000	\$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT	Books And Supplies DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT	Books And Supplies DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT

### 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

Unchanged Action

### 2017-18 Actions/Services

1.8 Continue to provide three Technology Technicians to support implementation of 1:1 devices for students.

Expenses include: personnel, extra time/subs, professional development, materials

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

Modified Action

### 2018-19 Actions/Services

1.8 Continue to provide three Technology Technicians to support the maintenance of electronic devices that increase opportunities for English Language Learners, Foster Youth, Low Income and Special Education students to use technology. Support will be provided on-site to assist in the maintenance, deployment and support for computer systems and components, and other instructional technology.

The district will hire one additional Technology Technician to assist in the maintenance of the Richland School District websites to keep stakeholders informed on the district LCAP goals, state and local priorities, programs and services that aimed to improve performance outcomes for unduplicated pupils.

Expenses include: personnel, extra time/subs, professional development, materials

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

Modified Action

### 2019-20 Actions/Services

1.8 Continue to provide three Technology Technicians to support the maintenance of electronic devices that increase opportunities for English Language Learners, Foster Youth, Low Income and Special Education students to use technology as well as increase the knowledge base of technology support staff with district wide platforms tied to classroom instruction. Support will be provided on-site to assist in the maintenance, deployment and support for computer systems and components, and other instructional technology.

The district will continue with a Technology Technician to assist in the maintenance of the Richland School District websites to keep stakeholders informed on the district LCAP goals, state and local priorities, programs and services that aimed to improve performance outcomes for unduplicated pupils.

Expenses include: personnel, extra time/subs, professional development, materials

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,225.96	\$129,647	\$111,147.77
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries TECHNOLOGY TECHNICIANS	Classified Personnel Salaries TECHNOLOGY TECHNICIANS	Classified Personnel Salaries TECHNOLOGY TECHNICIANS
Amount	\$68,583.33	\$77,030	\$78,461.32
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits TECHNOLOGY TECHNICIANS	Classified Benefits TECHNOLOGY TECHNICIANS	Classified Benefits TECHNOLOGY TECHNICIANS
Amount	0	\$5,000	\$500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies COMMUNICATION SUPPLIES AND SERVICES	Books And Supplies COMMUNICATION SUPPLIES AND SERVICES

## 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)

Specific Schools: Golden Oak Elementary  
Specific Grade Spans: TK-Kindergarten

## Actions/Services

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

New Action

#### 2017-18 Actions/Services

1.9 The district will develop a process and procedures to gather input on the interest regarding language acquisition programs, from parents and the community, to address the California Education for a Global Economy Initiative (Ed.G.E.). Based on collected information, the district will research effective and instructional methods for pupils including but not limited to language acquisition programs, core academic standards for English Language Development, or any other language. The district will research information on proper school personnel certifications and authorizations for language acquisition programs including Dual-Language Immersion Programs, Transitional or Developmental Programs for English Learners, or Structured English Immersion Programs.

Expenses: supplies/materials, travel, conferences, clerical support

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

Unchanged Action

#### 2018-19 Actions/Services

1.9 If parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction, the district shall offer such a program principally directed for unduplicated pupils to the extent possible. The district will adhere to implement any additional regulations as mandated by the California Department of Education.

Expenses: curriculum, professional development, materials/supplies, conference, travel

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

Modified Action

#### 2019-20 Actions/Services

1.9 Full implementation of the California Education for a Global Economy Initiative (Ed.G.E.) principally directed to meet the needs of unduplicated pupils. Provide coordinating support for Year 1 of Dual Language Immersion implementation at Golden Oak Elementary.

Expenses: personnel, instructional materials, assessments, travel, conferences, clerical support, advertising, extra-pay/personnel

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies LANGUAGE ACQUISITION PROGRAM SUPPLIES	Books And Supplies LANGUAGE ACQUISITION PROGRAM SUPPLIES	Books And Supplies LANGUAGE ACQUISITION PROGRAM SUPPLIES
Amount	\$15,000	\$20,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT	Services And Other Operating Expenditures LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT	Services And Other Operating Expenditures LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME	Classified Personnel Salaries LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME	Classified Personnel Salaries LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME
Amount	\$467.50	\$467.50	\$950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME	Classified Benefits LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME	Classified Benefits LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME
Amount	NA	\$20,000	\$6,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Personnel Salaries SUBS	Certificated Personnel Salaries SUBS

Amount	NA	\$3,886	\$1,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Benefits SUBS	Certificated Benefits SUBS
Amount	NA	\$20,000	\$5,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Personnel Salaries EXTRA TIME	Certificated Personnel Salaries EXTRA TIME
Amount	NA	\$3,886	\$950
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Benefits EXTRA TIME	Certificated Benefits EXTRA TIME

# 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

Goal 2: Individualizing the educational environment to ensure all students meet or exceed standards of achievement, to fulfill 8th grade requirements.

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

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

There is a need to continue to improve early literacy, and provide good first instruction targeting grades TK-2.

58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

49% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.

56% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures

According to the Fall 2018 California School Dashboard:

All students in grades 3rd-8th scored 46.8 points below standard in ELA

All students in grades 3rd-8th scored 72 points below standard in MATH

There is still a great need to establish a balanced assessment system to monitor learning progress and instructional practices proven to be effective in closing skills gaps and improving reading fluency and comprehension in order to meet the individualized needs of each student.

Chronic absenteeism and school attendance rates continue to be a need as indicated by the 2017-2018 Chronic Absenteeism Rate for the district of 10.5% for the ALL student group.

The Richland School District suspension rate is 2.5% in the “Maintained Status” which is a decrease of only -0.2% percentage points from 2016-2017 to 2017-2018 as determined by the California Department of Education-Dataquest Suspension Report

White students (Orange):

Status: “Medium” - Suspension 3%

Change: (Increased) by +0.3%

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(a): School attendance rates	The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.	The Richland School District will maintain/increase the school attendance rate of 95.32% as determined by 2017-2018 local data.	The Richland School District will maintain/increase the school attendance rate of 95.65% as determined by 2018-2019 uncertified local data.	The Richland School District will increase the rate to 95.65% as determined by 2019-2020 uncertified local data from the Student Information Systems (Illuminate).
Priority 5(b): Chronic absenteeism rates	The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.	The Richland School District chronic absenteeism rate will decrease by 1% as determined by the Richland School District Student Truancy Analysis Report.	The Richland School District chronic absenteeism rate will decrease by .5% to 10.4% as determined by the new DataQuest reports.	The Richland School District chronic absenteeism rate will decrease by .4% to 10.1% as determined by DataQuest.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(c): Middle school dropout rates	The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.
Priority 5(d): High school dropout rates	Not Applicable	Not Applicable	Not Applicable	High School dropout rates are Not Applicable.
Priority 5(e): High school graduation rates	Not Applicable	Not Applicable	Not Applicable	High School graduation rates are Not Applicable.
Priority 8(a) Pupil outcomes in subjects described in 51210/51220 Foundational Skills in Literacy and Mathematics	<p>58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p> <p>52% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p>	<p>63% of RSD Kindergarten students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p> <p>57% of RSD First grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p>	<p>60% of RSD Kindergarten students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p> <p>64% of RSD First grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p>	<p>58.33% of RSD Kindergarten students will score at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p> <p>53.33% of RSD First grade students will score at or above benchmark in Basic Early Literacy Skills</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	43% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.	48% of RSD Second grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.	55% of RSD Second grade students will score at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.	<p>which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p> <p>56% of RSD Second grade students will score at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p>
<p>Priority 8(a)</p> <p>Pupil outcomes in subjects described in 51210/51220</p> <p>Physical Education</p>	<p>5th Grade: an average of 63.5% of students are in the Healthy Fitness Zone</p> <p>5th Grade: an average of 29.3% of students Needing Improvement</p> <p>5th Grade: an average of 28.4% of students are a Health Risk</p> <p>7th Grade: an average of 59.08% of students are in the Healthy Fitness Zone</p>	<p>5th Grade: an average of 64.5% of students will be in the Healthy Fitness Zone</p> <p>5th Grade: the average of students Needing Improvement will continue to decrease by 1%</p> <p>5th Grade: the average of students identified as a Health Risk will decrease by 1%</p>	<p>51.6% of 5th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the California Physical Fitness Report in DataQuest.</p> <p>15% of 5th grade students will pass three of six fitness standards placing them in the Needs Improvement</p>	<p>19.38% of 5th grade students will pass four or more fitness standards placing them in the Healthy Fitness Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>17.47% of 5th grade students will pass three of six fitness standards placing them in the Needs Improvement</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>7th Grade: an average of 35.03% of students Needing Improvement</p> <p>7th Grade: an average of 17.65 % of students are a Health Risk</p>	<p>7th Grade: an average of 60.08% of students will be in the Healthy Fitness Zone</p> <p>7th Grade: the average of students Needing Improvement will continue to decrease by 5%</p> <p>7th Grade: the average of students identified as a Health Risk will decrease by 5%</p>	<p>Zone as determined by the California Physical Fitness Report in DataQuest.</p> <p>32.3% of 5th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the California Physical Fitness Report in DataQuest.</p> <p>28.9% of 7th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the California Physical Fitness Report in DataQuest.</p> <p>16.4% of 7th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as determined by the California Physical Fitness Report in DataQuest.</p>	<p>Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>8.11% of 5th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>12.38% of 7th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>19.53% of 7th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			53.9% of 7th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the California Physical Fitness Report in DataQuest.	14.43% of 7th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

#### 2017-18 Actions/Services

2.1 Continue to allocate funds to four (4) school sites to provide services to all students with the intention to move subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate.

Sites will implement actions that will enable school attendance rates to increase by specifically focusing on actions to serve students identified as “near chronic”, “chronic” and “severely chronic absenteeism”.

Near Chronic: Students who missed between 5-9% of total days enrolled (Excused/Unexcused)

Chronic: Students who missed between 10-19% of total days enrolled (Excused/Unexcused)

Severe Chronic: Students who missed between 20% or higher of total days enrolled (Excused/Unexcused)

Sites will implement actions to improve school climate and parent engagement based on data from site surveys to best meet the school’s need.

Expenses: personnel, materials, programs, professional development, extra- pay/substitutes, fees, student

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

Modified Action

#### 2018-19 Actions/Services

2.1 Continue to allocate funds to four (4) school sites to provide services to all students with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for low income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. Site Administration will work with school site councils and English Learner Advisory Council to:  
Inform stakeholders of LCAP goals and targets and effective use of funds based on analysis of school site dashboard data  
Incorporate data and leadership feedback to appropriately revise plans that focus on LCAP goals and expected outcomes for unduplicated students  
Create a plan that specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students to move subgroups toward performance level 3

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

Modified Action

#### 2019-20 Actions/Services

2.1 Continue to allocate funds to four (4) school sites to increase and improve services to all students with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for low income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. Site Administration will work with school site councils and English Learner Advisory Council to:  
1. Inform stakeholders (including unduplicated parents, teachers) of LCAP goals, targets and the effective use of funds for action 2.1 based on analysis of the school's California Dashboard and local data including California Healthy Kids Survey and district wide needs assessments

2. Develop the SPSA which should include the following: analysis of data to appropriately align to the LCAP goals and expected outcomes for unduplicated students, specify how LCAP funding addresses identified needs and how

incentives, conferences, consultants/contracts	Expenses: personnel, materials, programs, professional development, extra- pay/substitutes, fees, student incentives, conferences, consultants/contracts	<p>services are principally directed to meet the needs of unduplicated pupils to move subgroups toward Standard Met.</p> <p>3. Use the results to inform the LCAP development, to assess prior year school site goals, actions, and services as well as to plan or modify future goals in the SPSA's.</p> <p>4. Provide equitable funding for schools identified for CSI/ATSI to address the required elements of the Every Student Succeeds Act (ESSA) and California Ed Code 64001.</p> <p>Expenses: personnel, materials, programs, professional development, extra- pay/substitutes, fees, student incentives, conferences, consultants/contracts</p>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,606	\$57,385	\$80,004
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS	Certificated Personnel Salaries PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS	Certificated Personnel Salaries PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS

Amount	\$13,547.15	\$11,135	\$25,753
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS	Certificated Benefits PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS	Certificated Benefits PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS
Amount	\$251,857.31	\$232,313	\$241,673
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries STUDENT SERVICES STAFF AND CLASSROOM AIDES	Classified Personnel Salaries STUDENT SERVICES STAFF AND CLASSROOM AIDES	Classified Personnel Salaries STUDENT SERVICES STAFF AND CLASSROOM AIDES
Amount	\$74,224.36	\$80,995	\$94,680
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits STUDENT SERVICES STAFF AND CLASSROOM AIDES	Classified Benefits STUDENT SERVICES STAFF AND CLASSROOM AIDES	Classified Benefits STUDENT SERVICES STAFF AND CLASSROOM AIDES
Amount	\$277,976	\$247,137	\$128,890
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES	Books And Supplies CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES	Books And Supplies CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES
Amount	\$44,704	\$6,585	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS	Services And Other Operating Expenditures PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS	Services And Other Operating Expenditures PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS

## 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 Continue with class size reduction in grades TK-8 not to exceed 27:1. Continue to provide six P.E. aides to reduce the adult to student ratio at elementary sites.

Expenses: personnel, extra-pay for average overload, materials, furniture, classroom

**2018-19 Actions/Services**

2.2 Continue with class size reduction to increase achievement for students, as the impact of class-size reduction is greater for low-income and minority children. In order to ensure that unduplicated pupils are positively impacted by lower class size, site administration will implement the following:

- Continue monitoring class size reduction Grades TK-8 (not to exceed 27:1).
- Continue with Six P.E. aides to reduce the adult to student ratio at the elementary sites

**2019-20 Actions/Services**

2.2 Continue with class size reduction to increase achievement for students, as the impact of class-size reduction is greater for low-income and minority children. In order to ensure that unduplicated pupils are positively impacted by lower class size, site administration will implement the following:

- Continue monitoring class size reduction Grades TK-8 (not to exceed 27:1).
- Continue with Six P.E. aides to reduce the adult to student ratio at the elementary sites

- Conduct an annual analysis of Physical Fitness Test data and monitor for improvement

Expenses: personnel, extra-pay for average overload, materials, furniture, classroom

- Conduct an annual analysis of Physical Fitness Test data and monitor for improvement

Expenses: personnel, extra-pay for average overload, materials, furniture, classroom

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,301,569.38	\$1,421,250.24	\$1,582,344
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries CLASS SIZE REDUCTION TEACHERS	Certificated Personnel Salaries CLASS SIZE REDUCTION TEACHERS	Certificated Personnel Salaries CLASS SIZE REDUCTION TEACHERS
Amount	\$571,557.61	\$632,106	\$762,789
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits CLASS SIZE REDUCTION TEACHERS	Certificated Benefits CLASS SIZE REDUCTION TEACHERS	Certificated Benefits CLASS SIZE REDUCTION TEACHERS
Amount	\$62,375	\$67,401	\$74,129
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries PE CLASS AIDES	Classified Personnel Salaries PE CLASS AIDES	Classified Personnel Salaries PE CLASS AIDES
Amount	\$5,919	\$8,566	\$10,011
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits PE CLASS AIDES	Classified Benefits PE CLASS AIDES	Classified Benefits PE CLASS AIDES

Amount	\$15,000	\$50,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries TEACHER CLASSROOM OVERLOAD PAY	Certificated Personnel Salaries TEACHER CLASSROOM OVERLOAD PAY	Certificated Personnel Salaries TEACHER CLASSROOM OVERLOAD PAY
Amount	\$2,697	\$9,715	\$9,490
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits TEACHER CLASSROOM OVERLOAD PAY	Certificated Benefits TEACHER CLASSROOM OVERLOAD PAY	Certificated Benefits TEACHER CLASSROOM OVERLOAD PAY
Amount	\$18,211	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies NEW CLASSROOM SUPPLIES	Books And Supplies NEW CLASSROOM SUPPLIES	Books And Supplies NEW CLASSROOM SUPPLIES
Amount	\$6,000	\$2,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies PE ASSESSMENTS	Books And Supplies PE ASSESSMENTS	Books And Supplies PE ASSESSMENTS

### 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

Specific Schools: Redwood, Sequoia,  
Golden Oak  
Specific Grade Spans: K-6th

## 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

2.3 Continue with three Intervention Teachers to support the multi-tier model of service delivery instruction to provide focused intervention instruction to strategic and intensive students using 95% Group Inc. Monitoring and analyzing data to make decisions about instruction and program effectiveness.

Expenses: program costs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts, materials

### 2018-19 Actions/Services

2.3 Continue with three Intervention Teachers and additional paraprofessionals based on student needs to support the multi-tier model of service delivery instruction to provide focused intervention instruction to strategic and intensive students using 95% Group instructional materials. Site administration will monitor the degree and quality of instructional practices and the effect on learner outcomes.

\*The Intervention teacher will use district established entrance and exit criteria to serve students with highest need

\*The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services

Expenses: program costs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts, materials

### 2019-20 Actions/Services

2.3 Continue with three Intervention Teachers, additional paraprofessionals, and coordination support to improve and monitor implementation of intervention instruction to strategic and intensive students using 95% Group instructional materials based on student needs. Site administration will monitor the degree and quality of instructional practices and the effect on learner outcomes.

\*The Intervention teacher will use district established entrance and exit criteria to serve students with highest need

\*The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services

Expenses: program costs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts, materials

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$275,644.96	\$283,936	\$281,016
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries INTERVENTION TEACHERS	Certificated Personnel Salaries INTERVENTION TEACHERS	Certificated Personnel Salaries INTERVENTION TEACHERS
Amount	\$100,887.14	\$106,348	\$116,135
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits INTERVENTION TEACHERS	Certificated Benefits INTERVENTION TEACHERS	Certificated Benefits INTERVENTION TEACHERS
Amount	\$5,000	\$1,500	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies INTERVENTION TEACHER SUPPLIES	Books And Supplies INTERVENTION TEACHER SUPPLIES	Books And Supplies INTERVENTION TEACHER SUPPLIES
Amount	\$6,000	\$3,000	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures INTERVENTION TEACHER CONFERENCE	Services And Other Operating Expenditures INTERVENTION TEACHER CONFERENCE	Services And Other Operating Expenditures INTERVENTION TEACHER CONFERENCE
Amount	0	\$204,652	\$113,774
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Classified Personnel Salaries PARAPROFESSIONAL STAFF SALARIES	Classified Personnel Salaries PARAPROFESSIONAL STAFF SALARIES

Amount	NA	\$11,700	\$12,442
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Classified Benefits PARAPROFESSIONAL STAFF BENEFITS	Classified Benefits PARAPROFESSIONAL STAFF BENEFITS
Amount	NA	NA	\$74,409
Source	NA	NA	Supplemental and Concentration
Budget Reference	NA	NA	Professional/Consulting Services And Operating Expenditures 95% TRAINING & COACHING

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

All Schools

#### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

2.4 Continue to train new SST/STAR teachers to diagnose and prescribe multi-tiered interventions to students who are below the performance level to ensure every student receives the additional time and support needed to learn at high levels for all students including unduplicated students.

Expenses: training materials, extra-pay/substitutes

2.4 Continue to train new SST/STAR teachers to participate in meetings to diagnose and prescribe multi-tiered interventions to students who are below the performance level. Identified students shall receive the additional time and support needed to learn at high levels with targeted intervention impacting unduplicated student groups whose low scores on curriculum based measures identify them as in need of additional support and interventions.

Expenses: training materials, extra-pay/substitutes

2.4 Continue to train new SST/STAR teachers to participate in meetings to diagnose and prescribe multi-tiered interventions to students who are below the performance level. Identified students shall receive the additional time and support needed to learn at high levels with targeted intervention impacting unduplicated student groups whose low scores on curriculum based measures identify them as in need of additional support and interventions.

Expenses: training materials, extra-pay/substitutes

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$39,600	\$39,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries STAR TEAM STIPEND	Certificated Personnel Salaries STAR TEAM STIPEND	Certificated Personnel Salaries STAR TEAM STIPEND
Amount	\$7,790.00	\$7,296	\$7,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits STAR TEAM STIPEND	Certificated Benefits STAR TEAM STIPEND	Certificated Benefits STAR TEAM STIPEND
Amount	NA	\$4,000	\$500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies SUPPLIES	Books And Supplies SUPPLIES

## Action 5

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

2.5 Continue with one Parent Educator to provide direct services to students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.

Expenses: personnel, transportation, materials & supplies, duplication

**2018-19 Actions/Services**

2.5 Continue with one Parent Educator to provide direct services principally directed to unduplicated students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.

Expenses: personnel, transportation, materials & supplies, duplication

**2019-20 Actions/Services**

2.5 Continue with one Parent Educator to provide direct services principally directed to unduplicated students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.

Expenses: personnel, transportation, materials & supplies, duplication

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,500	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies PARENT EDUCATOR SUPPLIES	Books And Supplies PARENT EDUCATOR SUPPLIES	Books And Supplies PARENT EDUCATOR SUPPLIES
Amount	\$10,077	\$10,175	\$10,725
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Personnel Salaries PARENT EDUCATOR	Classified Personnel Salaries PARENT EDUCATOR	Classified Personnel Salaries PARENT EDUCATOR
Amount	\$7,491.49	\$7,427	\$8,214
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Benefits PARENT EDUCATOR	Classified Benefits PARENT EDUCATOR	Classified Benefits PARENT EDUCATOR
Amount	\$23,514	\$23,741	\$25,025
Source	Other	Other	Other
Budget Reference	Classified Personnel Salaries PARENT EDUCATOR	Classified Personnel Salaries PARENT EDUCATOR	Classified Personnel Salaries PARENT EDUCATOR
Amount	\$17,481	\$17,328	\$19,165
Source	Other	Other	Other
Budget Reference	Classified Benefits PARENT EDUCATOR	Classified Benefits PARENT EDUCATOR	Classified Benefits PARENT EDUCATOR

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

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**

2.6 Continue to provide one Director to represent the district as the: Educational Liaison, Foster Youth Liaison, Homeless Liaison, Student Attendance Review Board (SARB) Chairperson, and Attendance Supervisor. Collaborate with agencies to provide direct services to students and families in the Family Resource Center (Healthy Start). Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) as the attendance supervisor and become a recognized "Model SARB".

Expenses: personnel, transportation, materials & supplies, professional development, travel, copies, consultation costs, programs, refreshments

**2018-19 Actions/Services**

2.6 Continue to provide one Director to represent the district as the: Educational, Foster Youth, and Homeless Liaison to ensure that students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Continue to represent the school district as the Student Attendance Review Board (SARB) Chairperson, and Attendance Supervisor. Collaborate with agencies to provide direct services to students and families in the Family Resource Center (Healthy Start). Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) as the attendance supervisor and begin the work to qualify the Richland School District as a "Model SARB". Research and purchase a data system to streamline the attendance process for school sites and the district in

**2019-20 Actions/Services**

2.6 Continue to provide one Director to represent the district as the: Educational, Foster Youth, and Homeless Liaison to ensure that students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths while making concerted efforts to collaborate with the Special Education Director to meet targets for the PIR preschool inclusion services.

Continue to represent the school district as the Student Attendance Review Board (SARB) Chairperson, and Attendance Supervisor. Collaborate with agencies to provide direct services to students and families in the Family Resource Center (Healthy Start). Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) as the attendance supervisor and qualify the Richland School District as a "Model SARB". Monitor and

order to improve attendance outcomes for students.

Expenses: personnel, transportation, materials & supplies, professional development, travel, copies, consultation costs, programs, refreshments

assess data and use it to streamline the attendance process for school sites and the district in order to improve attendance outcomes for students.

Expenses: personnel, transportation, materials & supplies, professional development, travel, copies, consultation costs, programs, refreshments

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,498	\$39,432	\$27,483
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SERVICES	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SERVICES	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SERVICES
Amount	\$11,558.05	\$15,162	\$13,199
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SERVICES	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SERVICES	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SERVICES
Amount	\$3,000	\$5,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies FOSTER PROGRAM SUPPLIES	Books And Supplies FOSTER PROGRAM SUPPLIES	Books And Supplies FOSTER PROGRAM SUPPLIES

Amount	\$200	\$5,000	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures FOSTER PROGRAM TRANSPORTATION	Services And Other Operating Expenditures FOSTER PROGRAM TRANSPORTATION	Services And Other Operating Expenditures FOSTER PROGRAM TRANSPORTATION
Amount	\$4,000	\$2,500	\$2,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures FOSTER PROGRAM PROF DEVELOPMENT	Services And Other Operating Expenditures FOSTER PROGRAM PROF DEVELOPMENT	Services And Other Operating Expenditures FOSTER PROGRAM PROF DEVELOPMENT
Amount	NA	\$15,000	\$15,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies ATTENDANCE INCENTIVES	Books And Supplies ATTENDANCE INCENTIVES
Amount	NA	\$2,500	\$2,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Professional/Consulting Services And Operating Expenditures CONFERENCE	Professional/Consulting Services And Operating Expenditures CONFERENCE
Amount	NA	\$30,000	\$0
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Professional/Consulting Services And Operating Expenditures ATTENTION TO ATTENDANCE SYSTEM	Professional/Consulting Services And Operating Expenditures ATTENTION TO ATTENDANCE SYSTEM

## 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  
Specific Grade Spans: 3rd-8th**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**

2.7 Continue to provide ten GATE certified teachers to procure gifted students with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and learning profile.

Expenses: personnel, extra-time/substitutes, materials, professional development, programs, certification costs, conferences

**2018-19 Actions/Services**

2.7 Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure gifted students including unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and learning profile. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.

**2019-20 Actions/Services**

2.7 Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure gifted students including unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and learning profile. Provide administrative support to collect data from walk-throughs, student progress on state and local assessments to increase and improve differentiated services for identified GATE students and to provide individualized teacher

	Expenses: personnel, extra-time/substitutes, materials, professional development, programs, certification costs, conferences	feedback for program effectiveness and evaluation.  Expenses: personnel, extra-time/substitutes, materials, professional development, programs, certification costs, conferences
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$775,483	\$814,946	\$902,038
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries GATE CLUSTER TEACHERS	Certificated Personnel Salaries GATE CLUSTER TEACHERS	Certificated Personnel Salaries GATE CLUSTER TEACHERS
Amount	\$309,542	\$329,858	\$396,319
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits GATE CLUSTER TEACHERS	Certificated Benefits GATE CLUSTER TEACHERS	Certificated Benefits GATE CLUSTER TEACHERS
Amount	\$25,000	\$2,000	\$5,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies GATE SUPPLIES	Books And Supplies GATE SUPPLIES	Books And Supplies GATE SUPPLIES
Amount	\$25,000	\$8,000	\$20,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures GATE CONFERENCE	Services And Other Operating Expenditures GATE CONFERENCE	Services And Other Operating Expenditures GATE CONFERENCE

Amount	\$25,000	NA	\$6,100
Source	Supplemental and Concentration	NA	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries GATE SUBS/EXTRA TIME	NA	Certificated Personnel Salaries Extra Time Teacher Collaboration Salaries
Amount	\$4,328	NA	\$1,159
Source	Supplemental and Concentration	NA	Supplemental and Concentration
Budget Reference	Certificated Benefits GATE SUBS/EXTRA TIME	NA	Certificated Benefits Extra Time Teacher Collaboration Benefits
Amount	\$4,575.96	\$4,622	\$4,622
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries GATE CLERK	Classified Personnel Salaries GATE CLERK	Classified Personnel Salaries GATE CLERK
Amount	\$2,886	\$2,888	\$3,135
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits GATE CLERK	Classified Benefits GATE CLERK	Classified Benefits GATE CLERK

## Action 8

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

## 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

Unchanged Action

Unchanged Action

### 2017-18 Actions/Services

2.8 Engage teachers in the Next Generation Science Standards by:  
\*Creating an NGSS leadership team with representation by diverse stakeholders (i.e., Director of Curriculum and Instruction, teachers, union reps, site and district administrators, board members and community)  
\*Creating a shared vision of science for all students based on the district's core values, that attends to: teacher learning, district and school organizational capacity  
\*Review the NRC Guide to Implementing the NGSS and CDE NGSS Systems Implementation Plan for California with leadership team.  
\*Draft an initial implementation plan and timeline based on the vision.  
\*Communicate plan and timeline with all stakeholders.  
\*Identify components of district's culture that promotes innovation in NGSS.  
\*Review LCAP language and funding that supports NGSS for year 2 of implementation.

### 2018-19 Actions/Services

2.8 Continue to engage teachers in the Next Generation Science Standards by:  
\*Continuing to meet with NGSS leadership team to implement, design instructional time and financial resources to build a classroom culture conducive to implementation of the NGSS in all grades TK-8th. Provide additional ancillary online and hard copy supplemental instructional resources including lab materials to support the transition to NGSS.  
  
Expenses: personnel, extra-time/subs, materials, professional development, programs, refreshments

### 2019-20 Actions/Services

2.8 Continue to engage teachers in the Next Generation Science Standards by:  
\*Continuing to meet with NGSS leadership team to improve implementation, design/modify instructional time and align financial resources to build a classroom culture conducive to meet the demands of the NGSS in all grades TK-8th. Continue to support the additional ancillary online and hard copy supplemental instructional resources including lab materials to support the classroom instruction of NGSS.  
  
Expenses: personnel, extra-time/subs, materials, professional development, programs, refreshments

Expenses: personnel, extra-time/subs,  
materials, professional development,  
programs, refreshments

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$100,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies NGSS SUPPLIES	Books And Supplies NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES	Books And Supplies NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES
Amount	\$25,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures NGSS CONFERENCE	Services And Other Operating Expenditures NGSS CONFERENCE	Services And Other Operating Expenditures NGSS CONFERENCE
Amount	\$5,000	\$20,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries NGSS SUBS	Certificated Personnel Salaries NGSS SUBS	Certificated Personnel Salaries NGSS SUBS
Amount	\$879	\$3,886	\$950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits NGSS SUBS	Certificated Benefits NGSS SUBS	Certificated Benefits NGSS SUBS

Amount	\$5,000	\$20,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries NGSS EXT TIME	Certificated Personnel Salaries NGSS EXT TIME	Certificated Personnel Salaries NGSS EXT TIME
Amount	\$879	\$3,886	\$950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits NGSS EXT TIME	Certificated Benefits NGSS EXT TIME	Certificated Benefits NGSS EXT TIME

## 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  
Specific Grade Spans: K-7th

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.9 Continue to conduct summer school for all students in need of intervention and

2018-19 Actions/Services

2.9 Continue to conduct summer school and provide tutoring for all students in

2019-20 Actions/Services

2.9 Continue to conduct summer school and provide tutoring for all students

not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.

Expenses: personnel, professional development, program, materials, student incentives,

need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.

Expenses: personnel, professional development, program, materials, student incentives,

(unduplicated students will be given priority) in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.

Expenses: personnel, professional development, program, materials, student incentives,

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$134,000	\$90,000	\$75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries SUMM LTEL PROGRAM	Certificated Personnel Salaries SUMM LTEL PROGRAM	Certificated Personnel Salaries SUMM LTEL PROGRAM
Amount	\$23,593	\$16,710	\$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits SUMM LTEL PROGRAM	Certificated Benefits SUMM LTEL PROGRAM	Certificated Benefits SUMM LTEL PROGRAM
Amount	\$1,000	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Personnel Salaries SUMM LTEL PROGRAM SUBS	NA	NA
Amount	\$176	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Benefits SUMM LTEL PROGRAM SUBS	NA	NA

Amount	\$60,000	NA	NA
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies SUMM LTEL PROGRAM SUPPLIES	Books And Supplies SUMM LTEL PROGRAM SUPPLIES	Books And Supplies SUMM LTEL PROGRAM SUPPLIES
Amount	\$5,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures SUMM LTEL PROGRAM CONSULTANT	Services And Other Operating Expenditures SUMM LTEL PROGRAM CONSULTANT	Services And Other Operating Expenditures SUMM LTEL PROGRAM CONSULTANT
Amount	\$19,115	\$11,000	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries SUMM LTEL PROGRAM	Classified Personnel Salaries SUMM LTEL PROGRAM	Classified Personnel Salaries SUMM LTEL PROGRAM
Amount	\$2,059	\$1,029	\$1,420
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits SUMM LTEL PROGRAM	Classified Benefits SUMM LTEL PROGRAM	Classified Benefits SUMM LTEL PROGRAM
Amount	NA	\$25,000	\$25,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Classified Personnel Salaries SUPPLEMENTAL TUTORING EXTRA TIME	Classified Personnel Salaries SUPPLEMENTAL TUTORING EXTRA TIME
Amount	NA	\$3,150	\$3,150
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Classified Benefits SUPPLEMENTAL TUTORING EXTRA TIME	Classified Benefits SUPPLEMENTAL TUTORING EXTRA TIME

## Action 10

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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 Continue to provide professional development opportunities for paraprofessionals. A survey will be conducted to identify the availability of staff and to determine professional development needs based on classroom assignment. Special Education Director will analyze the needs, coordinate professional opportunities and work to increase participation for the future.

Expenses: personnel, extra-time, professional development, materials

**2018-19 Actions/Services**

2.10 Continue to provide professional development opportunities for paraprofessionals to support the implementation of instructional programs. Training sessions will have strategies embedded to meet the unique needs of students living in poverty, English Learners and Foster Youth, and include both academic and social-emotional supports. The Director of Data and Instruction and the Special Education Director will:

\*Create and conduct a survey to determine professional development needs based on classroom assignment

**2019-20 Actions/Services**

2.10 Continue to provide professional development opportunities for paraprofessionals to support the implementation of instructional programs. Training sessions will have strategies embedded to meet the unique needs of students living in poverty, English Learners and Foster Youth, and include both academic and social-emotional supports. The Director of Data and Instruction and the Special Education Director will:

\*Ensure the survey is administered to determine professional development

	<ul style="list-style-type: none"> <li>*Analyze needs</li> <li>*Coordinate professional opportunities</li> <li>*Evaluate the success of sessions</li> <li>*Create a plan for increasing participation</li> <li>*Ensure that new personnel are fully trained in district methods</li> </ul> <p>Expenses: personnel, extra-time, professional development, materials</p>	<p>needs are based on classroom assignment</p> <ul style="list-style-type: none"> <li>*Analyze needs</li> <li>*Coordinate professional opportunities</li> <li>*Evaluate the success of sessions</li> <li>*Create/modify a plan for increasing participation</li> </ul> <p>Expenses: personnel, extra-time, professional development, materials</p>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,371	\$50,000	\$5,000
Source	Other	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries PARAPROFESSIONAL TRAINING	Classified Personnel Salaries PARAPROFESSIONAL TRAINING	Classified Personnel Salaries PARAPROFESSIONAL TRAINING
Amount	\$1,469	\$6,300	\$900
Source	Other	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits PARAPROFESSIONAL TRAINING	Classified Benefits PARAPROFESSIONAL TRAINING	Classified Benefits PARAPROFESSIONAL TRAINING
Amount	NA	\$5,000	\$1,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies PARAPROFESSIONAL TRAINING MATERIALS	Books And Supplies PARAPROFESSIONAL TRAINING MATERIALS

### 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)

#### 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**

2.11 Continue with training and learning for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. Form an EL committee to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.

**2018-19 Actions/Services**

2.11 Continue to provide training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. The EL committee will continue to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.

**2019-20 Actions/Services**

2.11 Continue to provide training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. The EL committee will continue to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.

Expenses: childcare, refreshments, supplies, personnel, systems, professional consultants, extra-time/substitutes, materials, professional development, conferences

Expenses: childcare, refreshments, supplies, personnel, systems, professional consultants, extra-time/substitutes, materials, professional development, conferences

Expenses: childcare, refreshments, supplies, personnel, systems, professional consultants, extra-time/substitutes, materials, professional development, conferences

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Personnel Salaries PARENT TRAINING SUBS	NA	NA
Amount	\$174.69	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Benefits PARENT TRAINING SUBS	NA	NA
Amount	\$2,000	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Personnel Salaries PARENT TRAINING EXT TIME	NA	NA
Amount	\$352	NA	NA
Source	Supplemental and Concentration	NA	NA
Budget Reference	Certificated Benefits PARENT TRAINING EXT TIME	NA	NA

Amount	\$800	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries PARENT TRAINING CHILD CARE	Classified Personnel Salaries PARENT TRAINING CHILD CARE	Classified Personnel Salaries PARENT TRAINING CHILD CARE
Amount	\$75	\$47	\$57
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits PARENT TRAINING CHILD CARE	Classified Benefits PARENT TRAINING CHILD CARE	Classified Benefits PARENT TRAINING CHILD CARE
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies PARENT TRAINING SUPPLIES	Books And Supplies PARENT TRAINING SUPPLIES	Books And Supplies PARENT TRAINING SUPPLIES
Amount	\$10,000	\$2,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PROF DEVELOPMENT	Services And Other Operating Expenditures PROF DEVELOPMENT	Services And Other Operating Expenditures PROF DEVELOPMENT
Amount	\$5,000	\$8,000	\$38,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONFERENCE / TRAVEL	Services And Other Operating Expenditures CONFERENCE / TRAVEL	Services And Other Operating Expenditures CONFERENCE / TRAVEL / PROGRAM

## 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

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

2.12 Continue with Accelerated Reader Program and the district and site administrators will monitor the needed consistency in administration district-wide. Adherence to the assessment schedule, analysis of the data to guide instruction, goal setting for improvement and communication of results with site staff, students, and parents will be conducted by site administrators.

Expenses: professional development, extra-time/substitutes, system, materials, consultant, duplication

2018-19 Actions/Services

2.12 Continue with Accelerated Reader Program to address gaps in reading among unduplicated pupils as determined by STAR assessment data. Instructional staff will evaluate the overall status of student performance, plan for intervention or differentiation and prioritize student need, set individualized goals for improvement, support and monitor student reading, review Diagnostic Report data and/or the Class Record Book, recognize progress toward individual goals, and attend professional development as needed.

Expenses: professional development, extra-time/substitutes, system, materials, consultant, duplication

2019-20 Actions/Services

2.12 Continue with Accelerated Reader Program to address gaps in reading among unduplicated pupils as determined by STAR assessment data. Instructional staff will evaluate the overall status of student performance, plan for intervention or differentiation and prioritize student need, set individualized goals for improvement, support and monitor student reading, review Diagnostic Report data and/or the Class Record Book, recognize progress toward individual goals, and attend professional development as needed.

Expenses: professional development, extra-time/substitutes, system, materials, consultant, duplication

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$67,400	\$70,000
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Services And Other Operating Expenditures AR PROGRAM	Services And Other Operating Expenditures AR PROGRAM	Services And Other Operating Expenditures AR PROGRAM
Amount	\$5,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries AR PROG PROF DEV EXT TIME	Certificated Personnel Salaries AR PROG PROF DEV EXT TIME/DATA COLLECTION	Certificated Personnel Salaries AR PROG PROF DEV EXT TIME/DATA COLLECTION
Amount	\$879	\$1,139	\$1,139
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits AR PROG PROF DEV EXT TIME	Certificated Benefits AR PROG PROF DEV EXT TIME/DATA COLLECTION	Certificated Benefits AR PROG PROF DEV EXT TIME/DATA COLLECTION
Amount	\$5,000	\$3,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries AR PROG DEV SUBS	Certificated Personnel Salaries AR PROG DEV SUBS	Certificated Personnel Salaries AR PROG DEV SUBS
Amount	\$879	\$583	\$380
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits AR PROG DEV SUBS	Certificated Benefits AR PROG DEV SUBS	Certificated Benefits AR PROG DEV SUBS

Amount	\$10,000	\$2,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies AR PROG SUPPLIES	Books And Supplies AR PROGRAM SUPPLIES	Books And Supplies AR PROGRAM SUPPLIES

## Action 13

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

2.13 Continue with one Student Information Systems Technician to support the district by generating absenteeism data and monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely

### 2018-19 Actions/Services

2.13 Continue with one Student Information Systems Technician to generate absenteeism, suspensions and other district data monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely

### 2019-20 Actions/Services

2.13 Continue with one Student Information Systems Technician to generate absenteeism, suspensions and other district data monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely

Chronic, provide assistance with P-1, P-2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class are accurately reflected on the student information system.

Expenses: professional development, system, materials, duplication, conferences

Chronic, provide assistance with P-1, P- 2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class, SARBS are accurately reflected on the student information system.

Expenses: professional development, system, materials, duplication, conferences

Chronic, provide assistance with P-1, P- 2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class, SARBS are accurately reflected on the student information system.

Expenses: professional development, system, materials, duplication, conferences

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,768	\$14,052	\$15,025
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Personnel Salaries SIS TECHNICIAN	Classified Personnel Salaries SIS TECHNICIAN	Classified Personnel Salaries SIS TECHNICIAN
Amount	\$7,419	\$8,202	\$9,569
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits SIS TECHNICIAN	Classified Benefits SIS TECHNICIAN	Classified Benefits SIS TECHNICIAN
Amount	\$2,000	\$2,000	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies SIS SUPPLIES	Books And Supplies SIS SUPPLIES	Books And Supplies SIS SUPPLIES
Amount	\$2,000	\$5,000	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures SIS CONFERENCE	Services And Other Operating Expenditures SIS CONFERENCE	Services And Other Operating Expenditures SIS CONFERENCE

## Action 14

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

2.14 Continue with the plan to address the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.

Expenses: training, supplies, extra-time, personnel

### 2018-19 Actions/Services

2.14 Continue with the plan to address and monitor the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.

Expenses: training, supplies, extra-time, personnel

### 2019-20 Actions/Services

2.14 Continue with the plan to address and monitor the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.

Expenses: training, supplies, extra-time, personnel

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$5,000
Source	Other	Other	Other
Budget Reference	Classified Personnel Salaries CUSTODIAL SANITATION TRAINING	Classified Personnel Salaries CUSTODIAL SANITATION TRAINING	Classified Personnel Salaries CUSTODIAL SANITATION TRAINING
Amount	\$2,300	\$477	\$477
Source	Other	Other	Other
Budget Reference	Classified Benefits CUSTODIAL SANITATION TRAINING	Classified Benefits CUSTODIAL SANITATION TRAINING	Classified Benefits CUSTODIAL SANITATION TRAINING
Amount	\$5,000	\$10,000	\$10,000
Source	Other	Other	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CUSTODIAL SANITATION TRAINING SUPPLIES	Services And Other Operating Expenditures CUSTODIAL SANITATION SUPPLIES	Services And Other Operating Expenditures CUSTODIAL SANITATION SUPPLIES
Amount	\$3,000	\$3,000	\$3,000
Source	Other	Other	Other
Budget Reference	Services And Other Operating Expenditures CUSTODIAL SANITATION TRAINING	Services And Other Operating Expenditures CUSTODIAL SANITATION TRAINING	Services And Other Operating Expenditures CUSTODIAL SANITATION TRAINING
Amount	\$10,000	\$15,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries CUSTODIAL SANITATION SERVICES	Classified Personnel Salaries CUSTODIAL SANITATION SERVICES	Classified Personnel Salaries CUSTODIAL SANITATION SERVICES

Amount	\$2,300	\$4,103	\$2,700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits CUSTODIAL SANITATION SERVICES	Classified Benefits CUSTODIAL SANITATION SERVICES	Classified Benefits CUSTODIAL SANITATION SERVICES

## 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))

Schoolwide

### Location(s):

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

Specific Schools: Richland Junior High  
Specific Grade Spans: 7th and 8th

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR

### 2018-19 Actions/Services

2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR

### 2019-20 Actions/Services

2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR

meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social-emotional services.

Expenses: personnel, materials/supplies, professional development, conference, student incentives

meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social-emotional services.

Expenses: personnel, materials/supplies, professional development, conference, student incentives

meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social-emotional services.

Expenses: personnel, materials/supplies, professional development, conference, student incentives

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,831	\$47,512	\$38,978
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries COUNSELOR	Certificated Personnel Salaries COUNSELOR	Certificated Personnel Salaries COUNSELOR
Amount	\$17,211	\$18,141	\$17,691
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits COUNSELOR	Certificated Benefits COUNSELOR	Certificated Benefits COUNSELOR
Amount	\$4,000	\$8,875	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures COUNSELOR CONFERENCE	Services And Other Operating Expenditures COUNSELOR CONFERENCE AND SERVICE CONTRACTS	Services And Other Operating Expenditures COUNSELOR CONFERENCE AND SERVICE CONTRACTS

Amount	0	\$4,000	\$1,500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies BEHAVIOR INCENTIVES	Books And Supplies BEHAVIOR INCENTIVES

## 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))

Schoolwide

### Location(s):

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

Specific Schools: Richland Junior High  
Specific Grade Spans: 7th and 8th

## Actions/Services

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

Modified Action

### 2017-18 Actions/Services

2.16 The district will begin to consider the exploration and implementation of an Intervention Teacher for students who are two or more grade levels behind in the area of Literacy at Richland Junior High. Research will be conducted on appropriate diagnostic instrument, the type of intervention program that will be offered,

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

Modified Action

### 2018-19 Actions/Services

2.16 The Intervention Teacher will provide intervention services to students who are two or more grade levels behind in the area of Literacy at Richland Junior High. \*The Intervention teacher will use district established entrance and exit criteria to serve students with highest need

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

Modified Action

### 2019-20 Actions/Services

2.16 The Intervention Teacher will provide intervention services to students who are two or more grade levels behind in the area of Literacy at Richland Junior High to decrease the percentage of students not meeting 8th grade graduation requirements by providing support based on individualized student needs .

and review the research available for supplemental programs for 7- 8th grade students.

Expenses: personnel, professional development, materials, travel, extra-pay/substitutes

\*The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services

Expenses: personnel, professional development, materials, travel, extra-pay/substitutes

\*The Intervention teacher will continue to use district established entrance and exit criteria to serve students with highest need  
\*The intervention teacher will continue to use district established screeners and diagnostics and reports data correlations for students who were given services

Expenses: personnel, professional development, materials, travel, extra-pay/substitutes

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,563	\$95,563	\$91,181
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER
Amount	\$34,599	\$36,628	\$38,224
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits JR HIGH INTERVENTION TEACHER	Certificated Benefits JR HIGH INTERVENTION TEACHER	Certificated Benefits JR HIGH INTERVENTION TEACHER
Amount	\$2,000	\$1,400	\$600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER SUBS/EXT TIME	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER SUBS/EXT TIME	Certificated Personnel Salaries JR HIGH INTERVENTION TEACHER SUBS/EXT TIME

Amount	\$351	\$272	\$126
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits JR HIGH INTERVENTION TEACHER SUBS/EXT TIME	Certificated Benefits JR HIGH INTERVENTION TEACHER SUBS/EXT TIME	Certificated Benefits JR HIGH INTERVENTION TEACHER SUBS/EXT TIME
Amount	\$10,000	\$1,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies JR HIGH INTERVENTION TEACHER SUPPLIES	Books And Supplies JR HIGH INTERVENTION TEACHER SUPPLIES	Books And Supplies JR HIGH INTERVENTION TEACHER SUPPLIES
Amount	\$5,000	\$2,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures JR HIGH INTERVENTION TEACHER CONFERENCE	Services And Other Operating Expenditures JR HIGH INTERVENTION TEACHER CONFERENCE	Services And Other Operating Expenditures JR HIGH INTERVENTION TEACHER CONFERENCE
Amount	0	\$2,500	\$2,500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Personnel Salaries STAR TEAM STIPEND	Certificated Personnel Salaries STAR TEAM STIPEND
Amount	0	\$486	\$500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Benefits STAR TEAM STIPEND	Certificated Benefits STAR TEAM STIPEND

## 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))

Schoolwide

**Location(s):**

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

Specific Schools: Richland Junior High  
Specific Grade Spans: 7th and 8th

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

2.17 A zero period will be added to the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day.

Expenses: Extra-pay/personnel

**2018-19 Actions/Services**

2.17 A zero period will continue at the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day.

Communication about the availability of this period will be principally directed to the parents of students identified as English Language Learners. A third zero period will be made available if enrollment of English Learners increases to meet the need of this unduplicated group.

Expenses: Extra-pay/personnel

**2019-20 Actions/Services**

2.17 A zero period will continue at the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day.

Increase communication efforts about the availability of this period will be principally directed to the parents of students identified as English Language Learners. A third zero period will be made available if enrollment of English Learners increases to meet the need of this unduplicated group.

Expenses: Extra-pay/personnel

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$8,500	\$22,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries ZERO PERIOD JR HIGH EXT TIME	Certificated Personnel Salaries ZERO PERIOD JR HIGH EXT TIME	Certificated Personnel Salaries ZERO PERIOD JR HIGH EXT TIME
Amount	\$1,758	\$1,652	\$4,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits ZERO PERIOD JR HIGH EXT TIME	Certificated Benefits ZERO PERIOD JR HIGH EXT TIME	Certificated Benefits ZERO PERIOD JR HIGH EXT TIME

# 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

Goal 3: Working with our community to create a culture of collaboration and a positive school climate to ensure student success.

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

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

Local Priorities:

### Identified Need:

The district will take the needed steps to address the areas of which student groups occupy the highest and lowest achievement categories that align to stakeholder input:

PBIS districtwide

Programs for exceptional children including GATE and Students with Disabilities

Dual Language Immersion at Golden Oak

Universal Design for Learning 5 year plan

Health events to support students basic needs

Literacy intervention programs and supports

Supports to meet the unique needs of homeless students

The district will continue to review policies, classroom environment, family/community needs and determine what's working and not working, oversight of actions/services, alignment of programs, student impact, and equity. In addition, the district will prevent duplication/overlap of services and secure staffing based on school site and program needs for unduplicated pupils. Decisions of support/personnel will be evaluated through the equity lens designed to raise the achievement level of all students by eliminating racial predictability and disproportional performance gaps between student group achievement levels.

The following student group(s) also demonstrated an increase in the suspension rate based on the Fall 2018 California School Dashboard, 5 white students out of 165 were suspended at least once.

Suspension:

White: +0.3%

Student counts by site:

Sequoia: 2 suspended

Redwood: 1 suspended

RJH: 2 suspended

Golden Oak: 0 suspended

In 2018-2019 Golden Oak Elementary was identified for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities

The suspension rate for the Richland School District is 2.5% in the "Medium Status" which is a decrease of 0.2% percentage points from 2016-2017 to 2017-2018 as reported in the Fall 2018 California Dashboard. For the 2017-2018 school year the following were the most serious offenses for "All" students: violent incident (no injury), defiance only and illicit drug related.

Chronic Absenteeism

All: -0.4%

Hispanic: -0.3%

English Learners: +0.5%

Students With Disabilities: +0.3%

The Richland School District's greatest needs as reflected on the Fall 2018 California School Dashboard are as follows with a Performance Level of (RED):

Chronic Absenteeism:

Homeless: +4.4%

Richland School District Homeless student counts by site:

Golden Oak: 28

Redwood: 7

Sequoia: 1

RJH: 0

Migrant Education student counts by site (also considered homeless):

Golden Oak: 47

Redwood: 12

Sequoia: 37

According to the California Healthy Kids Survey:

76% of 5th grade pupils reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

71% of 5th grade pupils reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

56% of 7th grade pupils reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

57% of 7th grade pupils reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

42% of parents reported having a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.

46.75% of parents reported having a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.

61% of parents reported they "agree" or "strongly agree" feeling welcome to participate at Richland Jr. High

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3(a): Efforts to seek parent input in making decisions	Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory	Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory	Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory	The Richland School District will invite 100% of parents through School Messenger automated phone calls, flyers, personal phone calls and encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.	Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.	Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.	School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory Committee (DELAC), Title I meeting, Coffee with School Site Principals, PTO, Arena Day, Open House, Title I Meeting Band Booster and by parent request as determined by site and district sign-ins and council's ability to meet quorum.
Priority 3(b): How district promotes participation of parents for unduplicated pupils	The Richland School District increased its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance,	The Richland School District will continue to increase its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance,	The Richland School District will continue to increase its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance,	The Richland School District will invite 100% of parents for unduplicated pupils through School Messenger automated phone calls, flyers, personal phone calls, and by encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and other events throughout the school year.	and other events throughout the school year.	and other events throughout the school year.	Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.
Priority 3(c): How district promotes participation of parents for pupils with exceptional needs	The Richland School District increased its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance and other events throughout the school year.	The Richland School District will continue to increase its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year.	The Richland School District will continue to increase its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year.	The Richland School District will invite 100% of parents with exceptional needs through School Messenger automated phone calls, flyers, letters, personal phone calls to participate in providing input in making decisions for district and school sites by participating in: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.
Priority 5(a): School attendance rates	The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.	The Richland School District will maintain/increase the school attendance rate of 95.32% as determined by 2016-2017 local data.	The Richland School District will maintain/increase the school attendance rate of 95.65% as determined by 2018-2019 uncertified local data.	The Richland School District will increase the rate to 95.65% as determined by 2019-2020 uncertified local data from the Student Information Systems (Illuminate).
Priority 5(b): Chronic absenteeism rates	The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.	The Richland School District chronic absenteeism rate will decrease by 1% as determined by the Richland School District Student Truancy Analysis Report.	The Richland School District chronic absenteeism rate will decrease by .5% to 10.4% as determined by new DataQuest reports.	The Richland School District chronic absenteeism rate will decrease by .4% to 10.1% as determined by DataQuest.
Priority 5(c): Middle school dropout rates	The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain/decrease the Middle School Dropout Rate of 0% as determined by the CALPADS report 1.9 for completers/dropouts.	The Richland School District will maintain the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.
Priority 5(d): High school dropout rates	Not Applicable	Not Applicable	Not Applicable	High School dropout rates are Not Applicable.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(e): High school graduation rates	Not Applicable	Not Applicable	Not Applicable	High School graduation rates are Not Applicable.
Priority 6(a): Pupil suspension rates	The Richland School District suspension rate is 4.10% as determined on the State Dashboard.	The Richland School District will decrease the student suspension rate to 4.05% during the academic year as determined on the State Dashboard.	The Richland School District will decrease the student suspension rate to 2.6% during the academic year as determined on the State Dashboard.	The Richland School District will decrease the student suspension rate to 2.2% in the "Maintained Status" which indicates a decrease of -0.3% percentage points during the academic year as determined by the California Dashboard.
Priority 6(b): Pupil expulsion rates	The Richland School District maintained the Pupil Expulsion Rate at 0% as determined by eSchool Data System.	The Richland School District will maintain the Pupil Expulsion Rate at 0% as determined by eSchool Data System.	The Richland School District will continue to maintain the Pupil Expulsion Rate at 0% as determined by the local Data System.	The Richland School District Pupil Expulsion Rate will be maintained at 0% as determined by the DataQuest reports.
Priority 6(c):Sense of safety and school connectedness	79.66 % of 4-6 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.  67.33% of 4-6 grade pupils have a sense of connectedness some of the time or most of the time as determined by	85.66% of 4-6 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.  73.33% of 4-6 grade pupils will have a sense of connectedness some of the time or most of the time as determined	88.66% of 4-6 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.  76.33% of 4-6 grade pupils will have a sense of connectedness some of the time or most of the time as determined	The Richland School District will maintain/increase the percentage of 5th grade pupils who report having a sense of safety as "agree or strongly agree", at 76% as determined by the California Healthy Kids Survey results.  The Richland School District will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>the California Healthy Kids Survey results.</p> <p>48% of 7-8 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>57% of 7-8 grade pupils have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>37% of parents have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>32.5% of parents have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>37% of teachers have a sense of safety some of the time or most of the</p>	<p>by the California Healthy Kids Survey results.</p> <p>54% of 7-8 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>63% of 7-8 grade pupils will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>43% of parents will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>38.5% of parents will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>43% of teachers will have a sense of safety some of the time or</p>	<p>by the California Healthy Kids Survey results.</p> <p>57% of 7-8 grade pupils will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>66% of 7-8 grade pupils will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>46% of parents will have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>41.5% of parents will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>46% of teachers will have a sense of safety some of the time or</p>	<p>maintain/increase the percentage of 5th grade pupils who report having a sense of connectedness as “agree or strongly agree”, at 71% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of 7th grade pupils who report having a sense of safety as “agree or strongly agree”, at 65% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of 7th grade pupils will report having a sense of connectedness as “agree or strongly agree”, at 40.5% as determined by the California Healthy Kids Survey results.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>time as determined by the California Healthy Kids Survey results.</p> <p>42.25% of teachers have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p>	<p>most of the time as determined by the California Healthy Kids Survey results.</p> <p>48.25% of teachers will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p>	<p>most of the time as determined by the California Healthy Kids Survey results.</p> <p>51.25% of teachers will have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p>	<p>The Richland School District will maintain/increase the percentage of parents who report having a sense of safety as “agree or strongly agree”, at 43% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of parents who report having a sense of connectedness as “agree or strongly agree”, at 38.5% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of teachers who report having a sense of safety as “agree or strongly agree”, at 47% as determined by the California Healthy Kids Survey results.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				The Richland School District will maintain/increase the percentage of teachers who have a sense of connectedness as “agree or strongly agree”, at 41% as determined by the California Healthy Kids Survey results.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

#### 2017-18 Actions/Services

3.1 Continue to improve established communication system to invite stakeholders to participate in district and school site events and advisory councils to increase parent participation including unduplicated pupils and pupils with exceptional needs parents. Send communication via mail, phone calls, text messaging, email, and flyers in Thursday's folder with students. School clerks will ensure information system is updated regularly during the school year.

Expenses: personnel, extra-time, messaging voice system, copies, materials, training costs

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

Unchanged Action

#### 2018-19 Actions/Services

3.1 Continue to improve established communication system to invite stakeholders to participate in district and school site events and advisory councils to increase parent participation including unduplicated pupils and pupils with exceptional needs parents. Send communication via mail, phone calls, text messaging, email, and flyers in Thursday's folder with students. School clerks will ensure information system is updated regularly during the school year.

Expenses: personnel, extra-time, messaging voice system, copies, materials, training costs

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

Unchanged Action

#### 2019-20 Actions/Services

3.1 Continue to improve established communication system to invite stakeholders to participate in district and school site events and advisory councils to increase parent participation including unduplicated pupils and pupils with exceptional needs parents. Send communication via mail, phone calls, text messaging, email, and flyers in Thursday's folder with students. School clerks will ensure information system is updated regularly during the school year. Increase sense of student safety at all four schools.

Expenses: personnel, extra-time, messaging voice system, copies, materials, training costs, visitor background checks system

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$7,000	\$15,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures SYNREVOICE PROGRAM	Services And Other Operating Expenditures SCHOOL MESSENGER	Services And Other Operating Expenditures SCHOOL MESSENGER

Amount	\$5,000	\$5,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies STAKEHOLDER COMM SUPPLIES	Books And Supplies STAKEHOLDER COMM SUPPLIES	Books And Supplies STAKEHOLDER COMM SUPPLIES
Amount	\$2,000	0	\$8,700
Source	Supplemental and Concentration	NA	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries CLASSIFIED STAFF TRAINING	NA	Services And Other Operating Expenditures Visitor Safety Management System - Raptor
Amount	\$187.00	0	0
Source	Supplemental and Concentration	NA	NA
Budget Reference	Classified Benefits CLASSIFIED STAFF TRAINING	NA	NA
Amount	\$25,667.81	\$15,566	\$16,184
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Personnel Salaries DISTRICT INTERPRETER	Classified Personnel Salaries DISTRICT INTERPRETER	Classified Personnel Salaries DISTRICT INTERPRETER
Amount	\$14,653.49	\$5,440	\$6,100
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Benefits DISTRICT INTERPRETER	Classified Benefits DISTRICT INTERPRETER	Classified Benefits DISTRICT INTERPRETER
Amount	NA	\$30,000	0
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies PARENT EVENT SUPPLIES	Books And Supplies PARENT EVENT SUPPLIES

## Action 2

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.

Expenses: childcare, snacks, materials/supplies, curriculum, travel and conference, consultant, extra-pay/personnel

**2018-19 Actions/Services**

3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.

Expenses: childcare, snacks, materials/supplies, curriculum, travel and conference, consultant, extra-pay/personnel

**2019-20 Actions/Services**

3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.

Expenses: childcare, snacks, materials/supplies, curriculum, travel and conference, consultant, extra-pay/personnel

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,397.08	\$13,146	\$13,803
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries COMMUNITY LIAISON	Classified Personnel Salaries COMMUNITY LIAISON	Classified Personnel Salaries COMMUNITY LIAISON
Amount	\$7,428	\$7,958	\$8,838.64
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits COMMUNITY LIAISON	Classified Benefits COMMUNITY LIAISON	Classified Benefits COMMUNITY LIAISON
Amount	\$37,191.24	\$39,438	\$40,939
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Personnel Salaries COMMUNITY LIAISON	Classified Personnel Salaries COMMUNITY LIAISON	Classified Personnel Salaries COMMUNITY LIAISON
Amount	\$22,284	\$23,873	\$24,732
Source	Title I-A	Title I-A	Title I-A
Budget Reference	Classified Benefits COMMUNITY LIAISON	Classified Benefits COMMUNITY LIAISON	Classified Benefits COMMUNITY LIAISON
Amount	\$5,000	\$3,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies SUPPLIES	Books And Supplies SUPPLIES	Books And Supplies SUPPLIES
Amount	\$300	\$500	\$300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures NUTRITIONAL SNACKS	Services And Other Operating Expenditures NUTRITIONAL SNACKS	Services And Other Operating Expenditures NUTRITIONAL SNACKS

Amount	\$25,500	\$14,400	\$16,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PARENT TRAINING CONSULTANT	Services And Other Operating Expenditures PARENT TRAINING CONSULTANT	Services And Other Operating Expenditures PARENT TRAINING CONSULTANT
Amount	\$3,000	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries CHILD CARE PARENT TRAINING	Classified Personnel Salaries CHILD CARE PARENT TRAINING	Classified Personnel Salaries CHILD CARE PARENT TRAINING
Amount	\$281	\$47	\$47
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits CHILD CARE PARENT TRAINING	Classified Benefits CHILD CARE PARENT TRAINING	Classified Benefits CHILD CARE PARENT TRAINING
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PARENT OUTREACH TRAVEL	Services And Other Operating Expenditures PARENT OUTREACH TRAVEL	Services And Other Operating Expenditures PARENT OUTREACH TRAVEL

### 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

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

3.3 Continue with one Intern Psychologist to provide mental/health support to students through counseling groups at all 3 sites in general education classes and SDC, assist SDC classrooms to address behavior, grief counseling, data development, implementation and monitoring at the Junior High. Complete assessments for FBA, 504's, psycho-educational assessments, preschool observations and assist with GATE testing.

Expenses: personnel, supplies, training

#### 2018-19 Actions/Services

3.3 Continue with one Intern Psychologist to provide mental/health support to students through counseling groups at all 3 sites in general education classes and SDC, assist SDC classrooms to address behavior, grief counseling, data development, implementation and monitoring at the Junior High. Complete assessments for FBA, 504's, psycho-educational assessments, preschool observations and assist with GATE testing.

Expenses: personnel, supplies, training

#### 2019-20 Actions/Services

3.3 Continue with one Intern Psychologist to provide mental/health support to students through counseling groups at all 3 sites in general education classes and SDC, assist SDC classrooms to address behavior, grief counseling, data development, implementation and monitoring at the Junior High. Complete assessments for FBA, 504's, psycho-educational assessments, preschool observations and assist with GATE testing.

Expenses: personnel, supplies, training

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,472.75	\$19,014	\$19,735
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries INTERN PSYCH	Certificated Personnel Salaries INTERN PSYCH	Certificated Personnel Salaries INTERN PSYCH

Amount	\$8,980.73	\$10,586	\$11,692
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits INTERN PSYCH	Certificated Benefits INTERN PSYCH	Certificated Benefits INTERN PSYCH
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies INTERN SUPPLIES	Books And Supplies INTERN SUPPLIES	Books And Supplies INTERN SUPPLIES
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies 504 SUPPLIES	Books And Supplies 504 SUPPLIES	Books And Supplies 504 SUPPLIES

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

All Schools

#### Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>3.4 Continue with one District Nurse to collaborate with the Shafter School Partnership to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Review and update records for health requirements for school enrollment, participate in student study teams, 504's, and IEP's. Train or educate school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring.</p> <p>Expenses: personnel, extra-time, training, materials, consulting services,</p>	<p>3.4 Continue with one District Nurse to collaborate with the Shafter School Partnership to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Review and update records for health requirements for school enrollment, participate in student study teams, 504's, and IEP's. Train or educate school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring.</p> <p>Expenses: personnel, extra-time, training, materials, consulting services</p>	<p>3.4 Continue with one District Nurse to collaborate with the Shafter School Partnership to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Review and update records for health requirements for school enrollment, participate in student study teams, 504's, and IEP's. Provide personnel support to coordination efforts to train or educate school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring, and health and dental clinics district wide.</p> <p>Expenses: personnel, extra-time, training, materials, consulting services</p>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,729.00	\$95,677	\$102,631
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries DISTRICT NURSE	Certificated Personnel Salaries DISTRICT NURSE	Certificated Personnel Salaries DISTRICT NURSE
Amount	\$33,991.87	\$35,793	\$40,683
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits DISTRICT NURSE	Certificated Benefits DISTRICT NURSE	Certificated Benefits DISTRICT NURSE

Amount	\$2,000	\$3,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies NURSE SUPPLIES	Books And Supplies NURSE SUPPLIES	Books And Supplies NURSE SUPPLIES
Amount	\$1,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONF/TRAVEL	Services And Other Operating Expenditures CONF/TRAVEL	Services And Other Operating Expenditures CONF/TRAVEL
Amount	\$10,000	\$15,000	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures EPIPENS and AED monitoring.	Services And Other Operating Expenditures EPIPENS and AED monitoring	Services And Other Operating Expenditures EPIPENS and AED monitoring
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries PROF DEVELOPMENT	Certificated Personnel Salaries PROF DEVELOPMENT	Certificated Personnel Salaries PROF DEVELOPMENT
Amount	\$351	\$351	\$351
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits PROF DEVELOPMENT	Certificated Benefits PROF DEVELOPMENT	Certificated Benefits PROF DEVELOPMENT
Amount	0	\$5,000	\$0
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies PARENT HEALTH NEED TRAINING SUPPLIES	Books And Supplies PARENT HEALTH NEED TRAINING SUPPLIES

## Action 5

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.

Expenses: personnel, professional development, materials

**2018-19 Actions/Services**

3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.

Expenses: personnel, professional development, materials

**2019-20 Actions/Services**

3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.

Expenses: personnel, professional development, materials

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,498	\$39,432	\$27,483
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SUPPORT	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SUPPORT	Certificated Personnel Salaries DIRECTOR OF STUDENT AND FAMILY SUPPORT
Amount	\$11,558	\$15,162	\$13,199
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SUPPORT	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SUPPORT	Certificated Benefits DIRECTOR OF STUDENT AND FAMILY SUPPORT
Amount	\$10,000	\$5,000	\$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies SUPPLIES	Books And Supplies SUPPLIES	Books And Supplies SUPPLIES
Amount	\$5,000	\$3,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures TRAVEL/PROF DEVELOPMENT	Services And Other Operating Expenditures TRAVEL/PROF DEVELOPMENT	Services And Other Operating Expenditures TRAVEL/PROF DEVELOPMENT

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Golden Oak Elementary  
Specific Grade Spans: Prek-6th,

**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

3.6 Hire one Health Aide at Golden Oak Elementary to provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.

Expenses: personnel, training, extra-time

2018-19 Actions/Services

3.6 Continue with one Health Aide at Golden Oak Elementary to attend to the medical needs of students; including those with chronic health conditions, targeting low-income students who commonly experience inadequate health care. Provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.

Expenses: personnel, training, extra-time

2019-20 Actions/Services

3.6 Continue with one Health Aide at Golden Oak Elementary to attend to the medical needs of students; including those with chronic health conditions, targeting low-income students who commonly experience inadequate health care. Provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.

Expenses: personnel, training, extra-time

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$16,376	\$18,791	\$18,761
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries NURSE AIDE	Classified Personnel Salaries NURSE AIDE	Classified Personnel Salaries NURSE AIDE
Amount	\$4,075	\$5,517	\$6,158
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits NURSE AIDE	Classified Benefits NURSE AIDE	Classified Benefits NURSE AIDE
Amount	\$2,000	\$2,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries NURSE AIDE PROF DEV EXT TIME	Classified Personnel Salaries NURSE AIDE PROF DEV EXT TIME	Classified Personnel Salaries NURSE AIDE PROF DEV EXT TIME
Amount	\$498	\$498	\$250
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits NURSE AIDE PROF DEV EXT TIME	Classified Benefits NURSE AIDE PROF DEV EXT TIME	Classified Benefits NURSE AIDE PROF DEV EXT TIME
Amount	\$2,500	\$2,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PROF SERVICES	Services And Other Operating Expenditures PROF SERVICES	Services And Other Operating Expenditures PROF SERVICES

## 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

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

3.7 Implement a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools where three School Social Workers (mental health professionals) will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students.

Expenses: MOU, personnel, duplication, material & supplies

2018-19 Actions/Services

3.7 RSD will continue to meet the needs of all unduplicated pupils as requested by stakeholders to expand the number of Mental Health Professionals for each school site through a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools. Four Mental Health Professionals and Americorps staff will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students. Unduplicated pupils who receive services will participate in two field trips to visit universities during the school year. Transportation will be provided.

Expenses: MOU, personnel, duplication, material & supplies

2019-20 Actions/Services

3.7 RSD will continue to meet the needs of all unduplicated pupils with services from Mental Health Professionals at each school site through a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools. Four Mental Health Professionals and Americorps staff will continue to provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students. Unduplicated pupils who receive services will participate in two field trips to visit universities during the school year. Transportation will be provided.

Expenses: MOU, personnel, duplication,  
material & supplies

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$228,000	\$476,000	\$510,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures SSW MOU KCSOS	Services And Other Operating Expenditures SSW MOU KCSOS	Services And Other Operating Expenditures SSW MOU KCSOS
Amount	0	\$14,000	\$21,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Professional/Consulting Services And Operating Expenditures AMERICORP	Professional/Consulting Services And Operating Expenditures AMERICORP
Amount	0	\$3,456	\$2,500
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Personnel Salaries CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT	Certificated Personnel Salaries CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT
Amount	NA	\$656	\$550
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Certificated Benefits CERTIFICATED STAFF BENEFITS - EXTRA TIME ADDITIONAL SUPPORT	Certificated Benefits CERTIFICATED STAFF BENEFITS - EXTRA TIME ADDITIONAL SUPPORT

Amount	0	\$10,000	\$6,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Professional/Consulting Services And Operating Expenditures TRANSPORTATION FOR TWO FIELD TRIPS	Professional/Consulting Services And Operating Expenditures TRANSPORTATION FOR TWO FIELD TRIPS
Amount	NA	\$6,000	\$1,000
Source	NA	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	NA	Books And Supplies SUPPLIES AND MATERIALS FOR STUDENT FIELD TRIPS	Books And Supplies SUPPLIES AND MATERIALS FOR STUDENT FIELD TRIPS

## Action 8

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

New 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

3.8 Students in all four school sites in grades TK -6 grades will participate in educational excursions that will be active and engaging to inspire students to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real-world problems and challenges.

TK/K: Murray Farms or Lori Brock Museum  
 1st Grade: CALM  
 2nd Grade: Zoo  
 3rd Grade: Windwolves Reserve  
 4th Grade: La Purisima Mission or Long Beach Aquarium  
 5th Grade: California Science Center/Natural History Museum  
 6th Grade: Scicon  
 7th Grade: TBD  
 8th Grade: TBD

Expenses: transportation cost only, extra-pay/substitutes

3.8 All four school sites will participate in inviting TK -8th grade students in educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunity to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.

TK/K: Murray Farms or Lori Brock Museum  
 1st Grade: CALM  
 2nd Grade: Zoo or the beach  
 3rd Grade: Wind wolves Reserve  
 4th Grade: La Purisima Mission or Long Beach Aquarium  
 5th Grade: California Science Center/Natural History Museum  
 6th Grade: Scicon  
 7th Grade: The Ronald Reagan Library  
 8th Grade: The Museum of Tolerance & College Making It Happen

Expenses: entrance fees, transportation costs , extra-pay/substitutes

3.8 All four school sites will consistently give students in TK-8th grade the opportunity to attend educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunity to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.

TK/K: Murray Farms or Lori Brock Museum  
 1st Grade: CALM  
 2nd Grade: Zoo or the beach  
 3rd Grade: Wind wolves Reserve  
 4th Grade: La Purisima Mission or Long Beach Aquarium  
 5th Grade: California Science Center/Natural History Museum  
 6th Grade: Scicon  
 7th Grade: The Ronald Reagan Library  
 8th Grade: The Museum of Tolerance & College Making It Happen

Expenses: entrance fees, transportation costs , extra-pay/substitutes

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Transfers Of Direct Costs DISTRICT PROVIDED TRANSPORTATION	Transfers Of Direct Costs DISTRICT PROVIDED TRANSPORTATION	Transfers Of Direct Costs DISTRICT PROVIDED TRANSPORTATION
Amount	\$65,000	\$55,000	\$55,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures CONTRACT TRANSPORTATION	Services And Other Operating Expenditures CONTRACT TRANSPORTATION AND ENTRANCE FEES	Services And Other Operating Expenditures CONTRACT TRANSPORTATION AND ENTRANCE FEES

## 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

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

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>3.9 District wide implementation of Positive Behavior Interventions and Supports (PBIS), Alternative to Suspension Model (ATS) will be implemented at two school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Comprehensive restorative practice training for new ATS staff and support staff</p> <p>Expenses: classified staff, materials/supplies, duplication, consulting, professional development, travel, curriculum</p>	<p>3.9 District wide implementation of Positive Behavior Interventions and Supports (PBIS), will continue it's implementation at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Funds will be principally directed towards the costs of staff training to assist in establishing a positive school climate for all students including Students with Disabilities who are currently in the red status of performance for the district.</p> <p>Expenses: classified staff, materials/supplies, duplication, consulting, professional development, travel, curriculum</p>	<p>3.9 District wide coordination support to ensure implementation of Positive Behavior Interventions and Supports (PBIS), will increase at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Funds will be increased and principally directed towards the costs of staff training and coordination to assist in establishing a positive school climate for all students including Students with Disabilities who are currently in the red status of performance for the district.</p> <p>Expenses: classified staff, materials/supplies, duplication, consulting, professional development, travel, curriculum</p>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,376	0	0
Source	Supplemental and Concentration	NA	NA
Budget Reference	Classified Personnel Salaries ALTERNATIVE TO SUSPENSION STAFF	NA	NA

Amount	\$4,074	0	0
Source	Supplemental and Concentration	NA	NA
Budget Reference	Classified Benefits ALTERNATIVE TO SUSPENSION STAFF	NA	NA
Amount	\$2,000	\$5,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Salaries PBIS STAFF TRAINING	Classified Personnel Salaries PBIS STAFF TRAINING	Classified Personnel Salaries PBIS STAFF TRAINING
Amount	\$187	\$468	\$570
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Benefits PBIS STAFF TRAINING	Classified Benefits PBIS STAFF TRAINING	Classified Benefits PBIS STAFF TRAINING
Amount	\$25,000	\$15,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Books And Supplies PBIS SUPPLIES/STUDENT INCENTIVES	Books And Supplies PBIS SUPPLIES/STUDENT INCENTIVES	Books And Supplies PBIS SUPPLIES/STUDENT INCENTIVES
Amount	\$25,000	\$10,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PBIS CONSULTANT	Services And Other Operating Expenditures PBIS CONSULTANT	Professional/Consulting Services And Operating Expenditures PBIS CONSULTANT
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Salaries PBIS TEACHER EXT TIME/SUBS	Certificated Personnel Salaries PBIS TEACHER EXT TIME/SUBS	Certificated Personnel Salaries PBIS TEACHER EXT TIME/SUBS

Amount	\$1,758	\$1,944	\$2,061
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Benefits PBIS TEACHER EXT TIME/SUBS	Certificated Benefits PBIS TEACHER EXT TIME/SUBS	Certificated Benefits PBIS TEACHER EXT TIME/SUBS
Amount	\$25,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PBIS CURRICULUM	Services And Other Operating Expenditures PBIS CURRICULUM	Services And Other Operating Expenditures PBIS CURRICULUM
Amount	\$20,000	\$15,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Services And Other Operating Expenditures PBIS CONFERENCE/TRAVEL	Services And Other Operating Expenditures PBIS CONFERENCE/TRAVEL	Services And Other Operating Expenditures PBIS CONFERENCE/TRAVEL

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$7,852,470

Percentage to Increase or Improve Services

35.04%

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

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

After reviewing the California Dashboard, Richland School District SBAC scores indicate English Learners are performing 60.9 points below standard in ELA and 84.3 points below standard in Math. Similarly, Low Income students are performing 49.8 points below standard in ELA and 75.1 points below standard in Math. A review of the Reclassification data also indicates English Learners who have met ELPAC and CAASPP criteria continue to struggle with low proficiency in writing skills and reading. (criteria1)

In addition, the district is aware students in the city of Shafter often do not have access to technology or home libraries. Based on the number of referrals submitted to Shafter Healthy Start, it is evident students also have limited access to quality childcare and opportunities to enroll for preschool services. Almost half of the students who enter the schools are identified as English Language Learners (ELL's) and students who are not ELL's still need additional support in building their academic language.

In consideration of this low performance in ELA and Math and the reported circumstances of English Learners and Low-Income students, the district plans to:

- Provide a director of curriculum to coordinate high quality professional development, including follow up support for teachers and data collection to evaluate effectiveness. (Action 1.1)
- Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources principally directed for unduplicated student use and staff who support them, establishing grade level expectations for library

use, aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources. (Action 1.2)

- Provide an Assistant Superintendent for administrative coordination and leadership of LCAP development to ensure the plan increases or improves services for district programs to meet the needs of socioeconomically disadvantaged students, English Learners, and Foster Youth. (Action 1.3)
- Provide an Education Technology teacher to support teachers in using technology in the classroom to increase opportunities for English Language Learners, Foster Youth, Homeless Youth and low-income students. (Action 1.6)
- Continue to maintain and upgrade technology district-wide and support the integration of technology and content instruction and proficiency of 21st century skills. (Actions 1.7-1.8)
- Fully implement the California Education for a Global Economy Initiative (Ed.G.E.) multilingual program to support English learners, as research shows students perform better academically when they have fully developed literacy skills in their primary language. (Action 1.9)
- Provide continued support for new teachers participating in the Induction and Intern programs to ensure they are equipped to support the academic needs of unduplicated students, given the district currently 97% fully credentialed teachers. (Action 1.5)

Based on the analysis of the data these actions will support English Learners and Low-Income students in improving their performance on the Smarter Balanced Assessments in ELA and Math as described in the Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 1.

After reviewing the California Dashboard and local data, Richland School District indicates a chronic absenteeism rate of 10.5% which is down from 10.9% from prior year, English Learners increased in chronic absenteeism by .5%, 42% of students scoring at below benchmark in Basic Early Literacy Skills for Kindergarten, 51% of students scoring at below benchmark in Basic Early Literacy Skills for First Grade, 44% of students scoring at below benchmark in Basic Early Literacy Skills for Second Grade.

In addition, Kindergarten students have had the highest number of chronic absences in comparison to other grades. It is known if absenteeism and its ill effects start early, it will impact students negatively beyond their first year of education. When students improve their attendance rates, they improve their academic prospects and chances for graduating. Low income students facing barriers to attendance often have guardians who have not provided a structured home environment which lead to chronic truancy as evidenced by the district's efforts to improve in attendance and a decrease of only .4% in chronic absenteeism.

In consideration of this low performance in attendance and the need to improve in Basic Early Literacy Skills and the reported circumstances of Low Income students, the district plans to:

Continue to allocate funds to four (4) school sites to provide services principally directed for unduplicated pupils with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for Low Income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. (Action 2.1)

Continue with class size reduction in grades TK-8 not to exceed 27:1. Continue to provide six P.E. aides to reduce the student to adult ratio at elementary sites and increase instructional services principally directed for unduplicated pupils. (Action 2.2)

Continue with intervention teachers at elementary sites to support with early literacy. (Action 2.3)

Continue to train new SST/STAR teachers to diagnose and prescribe multi-tiered interventions to students who are below the performance level to ensure every student receives the additional time and support needed to learn at high levels for all students including unduplicated students. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for Low Income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. (Action 2.4)

Continue with one Parent Educator to provide direct services principally directed for students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation principally directed for homeless students on a case-by-case basis. (Action 2.5)

Continue to provide one Director to ensure Foster Youth and Homeless students have equitable access to the same free, appropriate education, including a public education, as provided to other children and youths. (Action 2.6)

Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students’ readiness, interest and learning profile. Historically English Learners have had limited access to GATE programs and therefore by providing classes at all school sites, the number of EL's enrolling in GATE also increases. (Action 2.7)

Continue to Engage teachers in the Next Generation Science Standards to build their capacity of lesson preparation and delivery to teach science to low-income students, English Learners, Foster and Homeless Youth (Action 2.8)

Continue to conduct summer school principally directed for students in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades. (Action 2.9)

Continue to provide additional professional learning opportunities for paraprofessionals. A survey will be conducted to identify the availability of staff and to determine professional development needs based on classroom assignment. Special Education Director will analyze the needs, coordinate professional opportunities and work to increase participation for the future. (Action 2.10)

Continue with training and learning directed for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. Continue with committee to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education. (Action 2.11)

Continue with administration of Accelerated Reader Program to address gaps in reading among unduplicated pupils as determined by STAR assessment data. (Action 2.12 )

Continue with one Student Information Systems Technician to support the district by generating absenteeism and suspension data and monitoring reports for site and district administration identifying students who are Severely Chronic, (Action 2.13)

Continue with the plan to address the improved sanitation of facilities to decrease student illness/absences (Action 2.14)

Continue with one school counselor to coordinate services to improve student behavior, safety, and school connectedness and support efforts to implement PBIS (Action 2.15)

Continue with one intervention teacher to provide services to students who are two or more grade levels behind in the area of literacy at Richland Jr. High (Action 2.16)

Continue with a zero period at Richland Jr. High for English Language Learners to increase access to elective classes during the regular day (Action 2.17)

Based on the analysis of the data these actions will support English Learners and Low-Income students in improving the chronic absenteeism rates, and increase early literacy rates.

After reviewing the California Dashboard, Richland School District indicates a suspension rate of 2.5% for all students. Based on review of the California Healthy Kids Survey, 76% of 5th grade students reported having a sense of safety some of the time or most of the time, 71% of 5th grade students reported having a sense of connectedness some of the time or most of the time, 56% of 7th grade students reported having a sense of safety some of the time or most of the time, 57% of 7th grade students reported having a sense of connectedness some of the time or most of the time,

In addition, given there is a connection between school climate with the socio-emotional wellbeing and academic achievement of students, it is important to provide intervention and prevention strategies to increase attendance and reduce incidents of discipline for both English Learners and Low Income students.

In consideration of the low results in the surveys and efforts to decrease the suspension rates of unduplicated pupils the district plans

to:

Continue to improve established communication systems to invite stakeholders to participate in district and school site events and increase participation of parents of unduplicated pupils and pupils with exceptional needs (Action 3.1)

Continue to provide one Community Liaison to coordinate and implement educational curriculum principally directed for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning. (Action 3.2)

Continue with one Intern Psychologist to provide mental/health support to students through counseling groups, at 3 sites, in general and SDC classrooms (Action 3.3)

Continue with a nurse to collaborate with partners to support students with health, vision, dental, home and hospital services, to minimize disruption of student learning, review and update records for health requirements for school enrollment, participate in student study teams and provide support to educate personnel, parents, and community on topics such as EPIPENS, and AED, and opportunities to participate in the health and dental clinics (Action 3.4)

Continue with the Director of Student and Family Supports to build collaboration with school sites, county, and community partnerships principally directed to coordinate services for all unduplicated pupils; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students. (Action 3.5)

Continue with Health Aide at Golden Oak Elementary targeting low-income students who commonly experience inadequate health care, to provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents. (Action 3.6)

Continue with the Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools where four School Social Workers will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be principally directed for unduplicated students, families and school personnel to promote and support the academic and social success of students. (Action 3.7)

Students in all four school sites in grades TK-8 grades will participate in educational excursions that will be active and engaging to inspire students to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges. (Action 3.8)

District wide implementation of Positive Behavior Interventions and Supports (PBIS), Alternative to Suspension Model (ATS) will continue to be implemented at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond

appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Provide comprehensive restorative practice training for new ATS staff and support staff to better understand the reintegration of students. (Action 3.9)

Based on the analysis of the data, these actions will support the socio-emotional and well being of unduplicated pupils which factor in the academic success of students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$8,718,323	37.68%

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

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

92.2% of the Richland School District pupils are identified as either Low-Income, English Learner, Homeless, or Foster Youth, and as these pupils are enrolled proportionally throughout the district, the district determined through our stakeholder collaborations and evaluation of data, that the most effective use of its supplemental and concentration funds is to strengthen the core program district-wide for all students. The supplemental and concentration funds will be principally directed towards services for unduplicated pupils.

The actions described in Goals 1 through 3 will ensure that unduplicated students have the skills to collaborate, communicate, think critically and creatively, be prepared for life and career and meet or exceed the standards across all content areas with the integration of technology in daily instruction. Support Systems will be implemented in order to provide a positive and safe school climate that actively engages students in learning. Furthermore, students who are not meeting the standards will be provided with individualized services to ensure that all students can meet graduation requirements by the end of 8th grade.

The following actions will support the efforts to meet the LCAP goals:

**INCREASE SERVICES IN QUANTITY:**

1.1 All training will include follow-up support and assistance for classroom teachers and support staff in the application of the district's adopted program and instructional initiatives. Lessons will be modeled for teachers to make certain that all teachers have been trained to an advanced level of lesson delivery and are using the instructional materials as designed in order to provide instructional delivery principally directed for unduplicated pupils. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators to analyze the evidence of knowledge on standards, instructional strategies, and proficiency of adopted materials and improve support.

1.9 The district will continue to develop a process and procedures to gather input on the interest regarding language acquisition programs, from parents and the community, to address the California Education for a Global Economy Initiative (Ed.G.E.). Based on collected information, the district will research effective and instructional methods for pupils including but not limited to language acquisition programs, core academic standards for English Language Development, or any other language. The district will research information on proper school personnel certifications and authorizations for language acquisition programs including Dual-Language Immersion Programs and Transitional. Services will be principally directed for unduplicated pupils based on research which has indicated a direct benefit to English Language Learners in support of primary language development resulting in improved academic achievement while acquiring a second language.

2.2 Continue with class size reduction in grades TK-8 not to exceed 27:1. Continue to provide six P.E. aides to reduce the student to adult ratio at elementary sites and increase instructional services principally directed for unduplicated pupils.

2.7 Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure gifted students including unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and learning profile. Historically English Learners have had limited access to GATE programs and therefore by providing classes at all school sites, the number of EL's enrolling in GATE also increases.

2.10 Continue to provide additional professional learning opportunities for paraprofessionals. A survey will be conducted to identify the availability of staff and to determine professional development needs based on classroom assignment. Special Education Director will analyze the needs, coordinate professional opportunities and work to increase participation for the future.

2.14 Continue with the plan to address the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and continue to implement the 5-steps cleaning routine for school campuses and increase attendance principally addressing unduplicated pupils with high absenteeism.

2.16 The district will continue with the Intervention Teacher principally directed for students who are two or more grade levels behind in the area of Literacy at Richland Junior High. Research will be conducted on appropriate diagnostic instrument, the type of intervention program that will be offered, and review the research available for supplemental programs for 7-8th grade students.

2.17 Richland Junior High will continue to schedule a zero period and increase efforts to principally direct access to English Language Learners to increase enrollment to elective classes during the regular school day.

3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum principally directed for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.

3.6 Continue with Health Aide at Golden Oak Elementary to provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.

3.7 Continue with Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools where four School Social Workers (mental health professionals) will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be principally directed for unduplicated students, families and school personnel to promote and support the academic and social success of students.

3.8 Students in all four school sites in grades TK-8 grades will participate in educational excursions that will be active and engaging to inspire students to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges.

3.9 District wide implementation of Positive Behavior Interventions and Supports (PBIS), Alternative to Suspension Model (ATS) will continue to be implemented at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Provide comprehensive restorative practice training for new ATS staff and support staff to better understand the reintegration of students.

IMPROVE SERVICES IN QUALITY:

1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources principally directed for unduplicated student use and staff who support them, establishing grade level expectations for library use, aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources.

1.3 The district will reviewing the performance data on state and local indicators, continue with data collection to determine where the district is making progress, identify the greatest need for improvement, address performance gaps to determine ways to increase or improve services for district programs to meet the needs of socioeconomically disadvantaged students, English Learners, and Foster Youth. The district will analyze, monitor and report on the effectiveness of the goals, actions and services on the LCAP and each year improve on the services principally directed towards unduplicated pupils.

1.7 Continue to maintain and upgrade technology district-wide and support the integration of technology and content instruction and proficiency of 21st century skills learning principally directed for unduplicated pupils who traditionally have had limited access at home.

2.1 Continue to allocate funds to four (4) school sites to provide services principally directed for unduplicated pupils with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for Low Income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup.

2.4 Continue to train new SST/STAR teachers to diagnose and prescribe multi-tiered interventions to students who are below the performance level to ensure every student receives the additional time and support needed to learn at high levels for all students including unduplicated students. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for Low Income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup.

2.5 Continue with one Parent Educator to provide direct services principally directed for students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation principally directed for homeless students on a case-by-case basis.

2.8 Continue to Engage teachers in the Next Generation Science Standards by: Continuing with NGSS leadership team with representation by diverse stakeholders (i.e., Director of Curriculum and Instruction, teachers, union reps, site and district administrators, board members and community) Creating a shared vision of science for all students based on the district’s core values, that attends to: teacher learning, district and school organizational capacity. Review the NRC Guide to Implementing the NGSS and CDE NGSS Systems Implementation Plan for California with leadership team. Draft an initial implementation plan and timeline based

on the vision. Communicate plan and timeline with all stakeholders. Identify components of district's culture that promotes innovation in NGSS. Review LCAP language and funding that supports NGSS for year 2 of implementation.

2.9 Continue to conduct summer school principally directed for students in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.

2.11 Continue with training and learning principally directed for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. Continue with committee to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.

2.13 Continue with one Student Information Systems Technician to support the district by generating absenteeism and suspension data and monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely Chronic, provide assistance with P-1, P-2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class are accurately reflected on the student information system. This will allow administrators to improve on the monitoring of students and increase access to supports principally directed for unduplicated pupils.

2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Supports the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for access to mental health and social emotional services principally directed for unduplicated pupils.

3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships principally directed to coordinate services for all unduplicated pupils; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$7,506,485

Percentage to Increase or Improve Services

28.94%

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).

91% of the Richland School District pupils are identified as either Low-Income, English Learner, Homeless, or Foster Youth, and as these pupils are enrolled proportionally throughout the district, the district determined through our stakeholder collaborations and evaluation of data, that the most effective use of its supplemental and concentration funds is to strengthen the core program district-wide for all students. The supplemental and concentration funds will be principally directed towards services for unduplicated pupils.

The actions described in Goals 1 through 3 will ensure that unduplicated students have the skills to collaborate, communicate, think critically and creatively, be prepared for life and career and meet or exceed the standards across all content areas with the integration of technology in daily instruction. Support Systems will be implemented in order to provide a positive and safe school climate that actively engages students in learning. Furthermore, students who are not meeting the standards will be provided with individualized services to ensure that all students can meet graduation requirements by the end of 8th grade.

The following actions will support the efforts to meet the LCAP goals:

#### INCREASE SERVICES IN QUANTITY:

1.9 The district will develop a process and procedures to gather input on the interest regarding language acquisition programs, from parents and the community, to address the California Education for a Global Economy Initiative (Ed.G.E.). Based on collected information, the district will research effective and instructional methods for pupils including but not limited to language acquisition programs, core academic standards for English Language Development, or any other language. The district will research information on proper school personnel certifications and authorizations for language acquisition programs including Dual-Language Immersion Programs, Transitional or Developmental Programs for English Learners, or Structured English Immersion Programs.

2.2 Continue with class size reduction in grades TK-8 not to exceed 27:1. Continue to provide six P.E. aides to reduce the student to adult ratio at elementary sites.

2.10 Continue to provide professional development opportunities for paraprofessionals. A survey will be conducted to identify the availability of staff and to determine professional development needs based on classroom assignment. Special Education Director will analyze the needs, coordinate professional opportunities and work to increase participation for the future.

2.14 Continue with the plan to address the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.

2.16 The district will begin to consider the exploration and implementation of an Intervention Teacher for students who are two or more grade levels behind in the area of Literacy at Richland Junior High. Research will be conducted on appropriate diagnostic instrument, the type of intervention program that will be offered, and review the research available for supplemental programs for 7-8th grade students.

17 A zero period will be added to the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day.

3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.

3.6 Hire one Health Aide at Golden Oak Elementary to provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.

3.7 Implement a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools where two School Social Workers (mental health professionals) will provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students.

3.8 Students in all four school sites in grades TK-8 grades will participate in educational excursions that will be active and engaging to inspire students to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The

experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges.

3.9 District wide implementation of Positive Behavior Interventions and Supports (PBIS), Alternative to Suspension Model (ATS) will be implemented at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Comprehensive restorative practice training for new ATS staff and support staff.

#### IMPROVE SERVICES IN QUALITY:

1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources.

1.7 Continue to maintain and upgrade technology district-wide and support the integration of technology to improve instruction and learning of 21st century skills.

2.1 Continue to allocate funds to four (4) school sites to provide services to all students with the intention to move subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate.

2.4 Continue to train new SST/STAR teachers to diagnose and prescribe multi-tiered interventions to students who are below the performance level to ensure every student receives the additional time and support needed to learn at high levels for all students including unduplicated students.

2.5 Continue with one Parent Educator to provide direct services to students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.

2.8 Engage teachers in the Next Generation Science Standards by: Creating an NGSS leadership team with representation by diverse stakeholders (i.e., Director of Curriculum and Instruction, teachers, union reps, site and district administrators, board members and community) Creating a shared vision of science for all students based on the district’s core values, that attends to: teacher learning, district and school organizational capacity. Review the NRC Guide to Implementing the NGSS and CDE NGSS Systems Implementation Plan for California with leadership team. Draft an initial implementation plan and timeline based on the vision.

Communicate plan and timeline with all stakeholders. Identify components of district's culture that promotes innovation in NGSS. Review LCAP language and funding that supports NGSS for year 2 of implementation.

2.9 Continue to conduct summer school services for all students in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.

2.11 Continue with training and learning for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. Form an EL committee to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education,

2.13 Continue with one Student Information Systems Technician to support the district by generating absenteeism data and monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely Chronic, provide assistance with P-1, P-2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class are accurately reflected on the student information system.

2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social emotional services.

3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health To remove barriers that impede learning and increases student academic achievement. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled 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](mailto:lcff@cde.ca.gov).*

## Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

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

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

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

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

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	9,881,820.57	9,132,971.51	8,992,943.69	9,845,320.57	8,920,059.79	27,758,324.05
Base	580,000.00	462,808.09	800,000.00	580,000.00	511,000.00	1,891,000.00
NA	0.00	0.00	0.00	0.00	0.00	0.00
Other	59,546.00	48,686.46	78,135.00	59,546.00	52,667.00	190,348.00
Supplemental and Concentration	8,718,323.57	7,751,194.96	7,500,272.00	8,702,823.57	7,832,470.44	24,035,566.01
Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	0.00	0.00	0.00
Title I-A	460,462.00	805,885.00	466,682.33	439,462.00	458,298.83	1,364,443.16
Title II-A	31,744.00	32,198.00	73,927.18	31,744.00	32,811.76	138,482.94
Title III LEP	31,745.00	32,199.00	73,927.18	31,745.00	32,811.76	138,483.94

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	9,881,820.57	9,132,971.51	8,992,943.69	9,845,320.57	8,920,059.79	27,758,324.05
	0.00	0.00	0.00	0.00	0.00	0.00
Books And Supplies	1,657,637.00	1,333,234.17	1,579,117.00	1,642,137.00	1,069,000.00	4,290,254.00
Certificated Benefits	1,569,822.83	1,467,766.11	1,447,921.11	1,569,822.83	1,646,583.08	4,664,327.02
Certificated Personnel Salaries	4,063,888.24	4,048,652.68	3,874,953.05	4,063,888.24	3,809,616.14	11,748,457.43
Classified Benefits	402,753.50	399,653.00	381,480.17	402,753.50	429,839.31	1,214,072.98
Classified Personnel Salaries	1,058,459.00	805,899.00	824,712.36	1,058,459.00	913,736.26	2,796,907.62
NA	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services And Operating Expenditures	56,500.00	134,087.46	0.00	56,500.00	108,409.00	164,909.00
Services And Other Operating Expenditures	1,062,760.00	939,407.09	849,760.00	1,041,760.00	932,876.00	2,824,396.00
Transfers Of Direct Costs	10,000.00	4,272.00	35,000.00	10,000.00	10,000.00	55,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	9,881,820.57	9,132,971.51	8,992,943.69	9,845,320.57	8,920,059.79	27,758,324.05
	NA	0.00	0.00	0.00	0.00	0.00	0.00
Books And Supplies	Base	580,000.00	458,809.00	800,000.00	580,000.00	511,000.00	1,891,000.00
Books And Supplies	Supplemental and Concentration	1,077,637.00	622,070.17	779,117.00	1,062,137.00	558,000.00	2,399,254.00
Books And Supplies	Title I-A	0.00	252,355.00	0.00	0.00	0.00	0.00
Certificated Benefits	Supplemental and Concentration	1,530,866.83	1,428,567.11	1,385,996.98	1,530,866.83	1,603,819.00	4,520,682.81
Certificated Benefits	Supplementary Programs - Specialized Secondary	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Benefits	Title I-A	21,593.00	21,032.00	20,450.81	21,593.00	23,692.24	65,736.05
Certificated Benefits	Title II-A	8,681.00	9,083.00	20,736.66	8,681.00	9,535.92	38,953.58
Certificated Benefits	Title III LEP	8,682.00	9,084.00	20,736.66	8,682.00	9,535.92	38,954.58
Certificated Personnel Salaries	Supplemental and Concentration	3,960,747.24	3,947,116.68	3,712,544.52	3,960,747.24	3,705,622.35	11,378,914.11
Certificated Personnel Salaries	Title I-A	57,015.00	55,306.00	56,027.49	57,015.00	57,442.11	170,484.60
Certificated Personnel Salaries	Title II-A	23,063.00	23,115.00	53,190.52	23,063.00	23,275.84	99,529.36
Certificated Personnel Salaries	Title III LEP	23,063.00	23,115.00	53,190.52	23,063.00	23,275.84	99,529.36
Classified Benefits	Other	17,805.00	16,849.00	21,250.00	17,805.00	19,642.00	58,697.00
Classified Benefits	Supplemental and Concentration	270,994.50	265,576.00	242,584.19	270,994.50	287,508.45	801,087.14
Classified Benefits	Title I-A	113,954.00	117,228.00	117,645.98	113,954.00	122,688.86	354,288.84
Classified Personnel Salaries	Other	28,741.00	24,600.00	48,885.00	28,741.00	30,025.00	107,651.00
Classified Personnel Salaries	Supplemental and Concentration	850,218.00	602,823.00	593,269.31	850,218.00	699,235.64	2,142,722.95
Classified Personnel Salaries	Title I-A	179,500.00	178,476.00	182,558.05	179,500.00	184,475.62	546,533.67
NA	NA	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services And Operating Expenditures	Other	0.00	4,576.46	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	56,500.00	16,599.00	0.00	56,500.00	108,409.00	164,909.00
Professional/Consulting Services And Operating Expenditures	Title I-A	0.00	112,912.00	0.00	0.00	0.00	0.00
Services And Other Operating Expenditures	Base	0.00	3,999.09	0.00	0.00	0.00	0.00
Services And Other Operating Expenditures	Other	13,000.00	2,661.00	8,000.00	13,000.00	3,000.00	24,000.00
Services And Other Operating Expenditures	Supplemental and Concentration	961,360.00	864,171.00	751,760.00	961,360.00	859,876.00	2,572,996.00
Services And Other Operating Expenditures	Title I-A	88,400.00	68,576.00	90,000.00	67,400.00	70,000.00	227,400.00
Transfers Of Direct Costs	Supplemental and Concentration	10,000.00	4,272.00	35,000.00	10,000.00	10,000.00	55,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,187,415.33	2,633,865.27	2,945,127.62	3,166,415.33	2,076,152.15	8,187,695.10
Goal 2	5,608,192.24	5,571,343.78	5,162,001.10	5,592,692.24	5,763,240.00	16,517,933.34
Goal 3	1,086,213.00	927,762.46	885,814.97	1,086,213.00	1,080,667.64	3,052,695.61
Goal 4			0.00		0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	9,879,320.57	9,132,971.51	8,976,103.69	9,842,820.57	8,918,559.79
Base	580,000.00	462,808.09	800,000.00	580,000.00	511,000.00
NA	0.00	0.00	0.00	0.00	0.00
Other	59,546.00	48,686.46	61,295.00	59,546.00	52,667.00
Supplemental and Concentration	8,715,823.57	7,751,194.96	7,500,272.00	8,700,323.57	7,830,970.44
Title I-A	460,462.00	805,885.00	466,682.33	439,462.00	458,298.83
Title II-A	31,744.00	32,198.00	73,927.18	31,744.00	32,811.76
Title III LEP	31,745.00	32,199.00	73,927.18	31,745.00	32,811.76

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources			16,840.00		
Base	0.00	0.00	0.00	0.00	0.00
NA	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	16,840.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00
Title I-A	0.00	0.00	0.00	0.00	0.00
Title II-A	0.00	0.00	0.00	0.00	0.00
Title III LEP	0.00	0.00	0.00	0.00	0.00