

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Semitropic Elementary School District

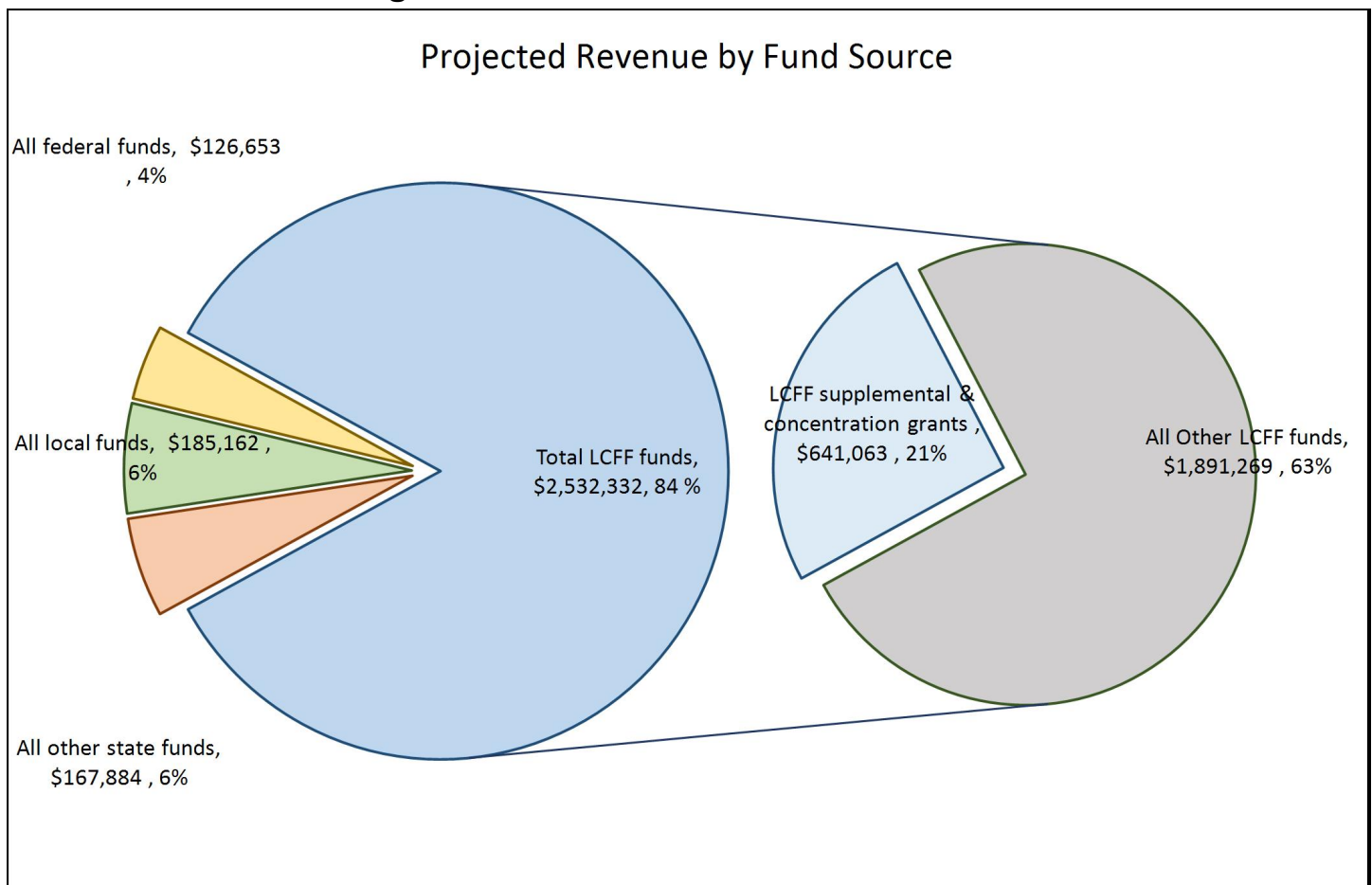
CDS Code: 15637680000000

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

LEA contact information: Bethany Ferguson, Superintendent/Principal

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

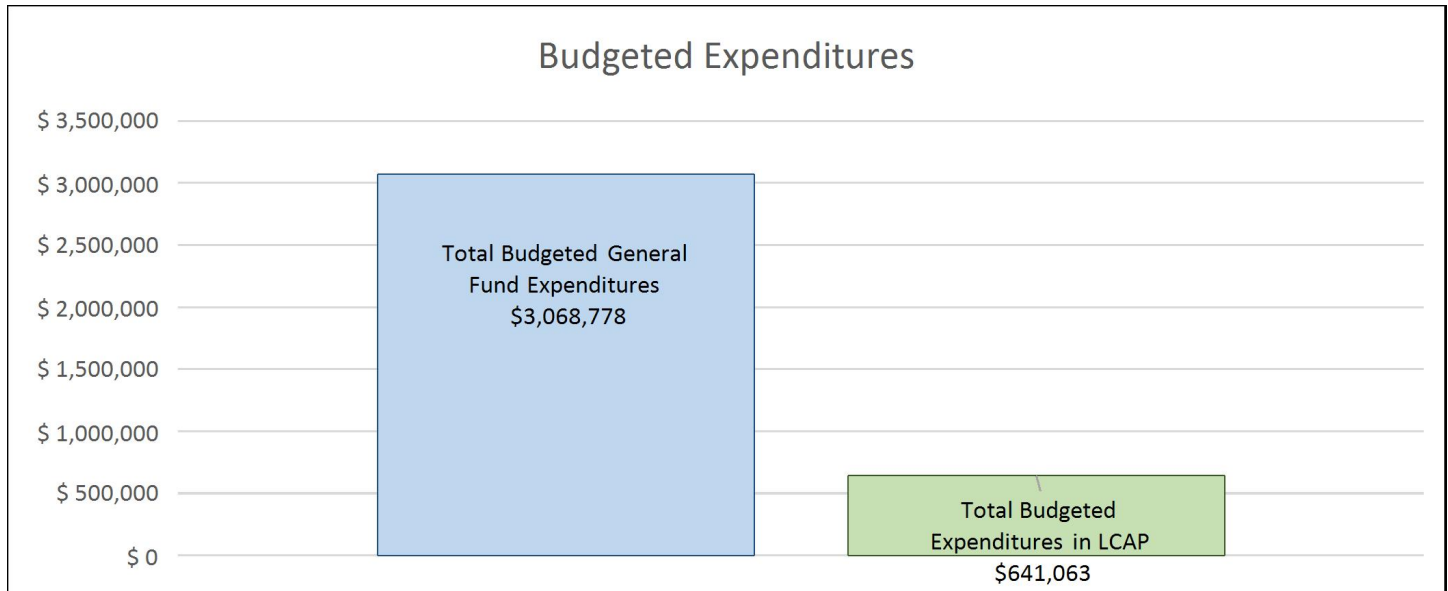


This chart shows the total general purpose revenue Semitropic Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Semitropic Elementary School District is \$3,012,031, of which \$2,532,332 is Local Control Funding Formula (LCFF), \$167,884 is other state funds, \$185,162 is local funds, and \$126,653 is federal funds. Of the \$2,532,332 in LCFF Funds, \$641,063 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 Semitropic Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

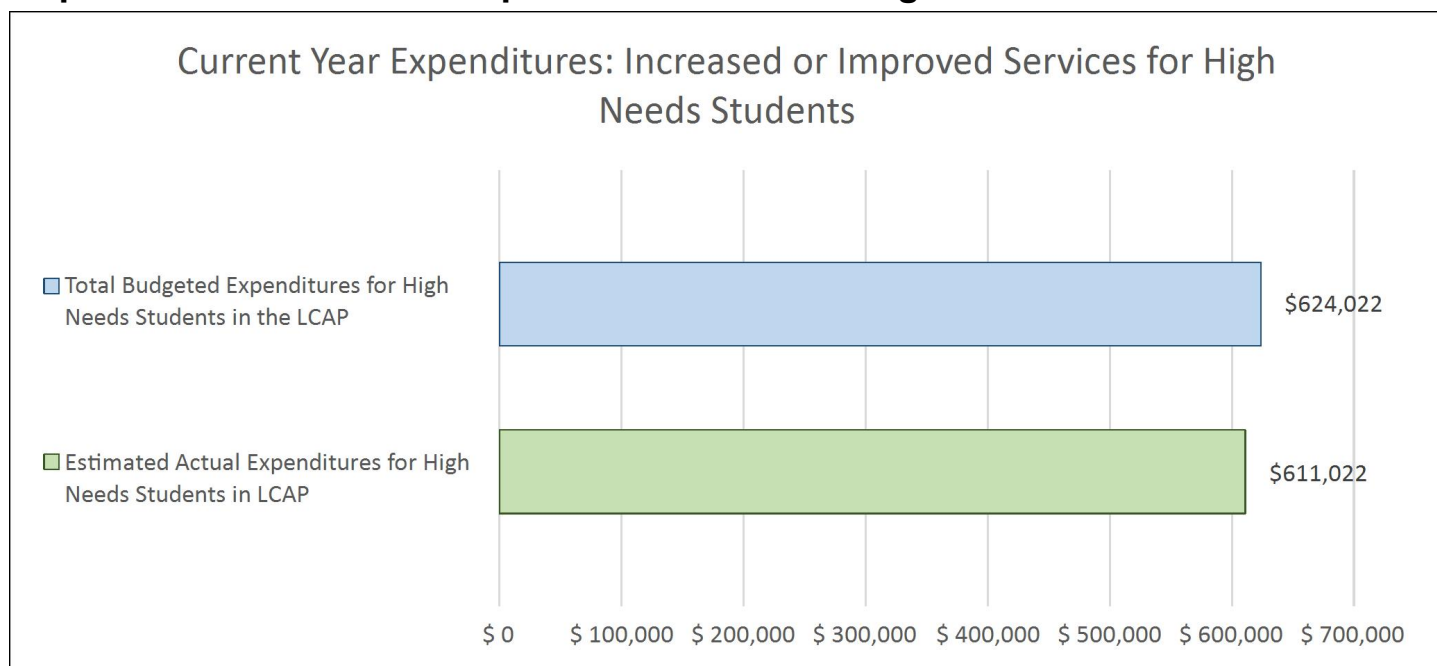
Semitropic Elementary School District plans to spend \$3,068,778 for the 2019-20 school year. Of that amount, \$641,063 is tied to actions/services in the LCAP and \$2,427,715 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Semitropic Elementary School District is projecting it will receive \$641,063 based on the enrollment of foster youth, English learner, and low-income students. Semitropic Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Semitropic Elementary School District plans to spend \$641,063 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 Semitropic Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Semitropic Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Semitropic Elementary School District's LCAP budgeted \$624,022 for planned actions to increase or improve services for high needs students. Semitropic Elementary School District estimates that it will actually spend \$611,022 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-13,000 had the following impact on Semitropic Elementary School District's ability to increase or improve services for high needs students: Although there was a difference between the budgeted and actual expenditures, Semitropic has seen positive gains in the actions outlined in our LCAP in multiple areas, including improving services for our high needs students. Some of the services that are principally directed to our high needs students include:

- Thinking Maps and Write From the Beginning and Beyond grades K-8
- Number Talks grades K-8
- STAR reading to monitor student growth
- Positive Behavior Intervention and Supports (PBIS)

# 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

Semitropic Elementary School  
District

Contact Name and Title

Bethany Ferguson  
Superintendent/Principal

Email and Phone

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661-758-6412

## 2017-20 Plan Summary

### The Story

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

Semitropic Elementary School was established as a one-room schoolhouse on April 1, 1895. Mrs. C. J. Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 206 students in grades kindergarten through eight. The school is a District of Choice, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road.

#### VISION STATEMENT

Success Now for a Brighter Tomorrow

#### MISSION STATEMENT

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

#### SCHOOL BOARD GOALS

- Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff.
- Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

#### DISTRICT GOALS

- Ensure uniformly high performance in academics and tangible results in character development.
- School faculty are highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction.
- The curriculum is rigorous, logically sequential, and age appropriate.
- Students display high standards of personal dignity and respect for authority at all grade levels. School faculty and staff model the qualities of behavior that are expected in students.
- Ensure all students at each grade level increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature.
- Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts.
- Ensure that all students reach high levels of achievement in reading, writing, math, and using valid assessments to measure achievement at each grade level.
- Increase student enrollment.
- Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades K - 8.
- Maintain a fiscally solvent budget.

## LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas that needed to be addressed in order to achieve our vision: "Success Now for a Brighter Tomorrow." Based on this process, the actions and services in the LCAP fell into the following areas of influence:

- Achieve Academic Rigor that increases student proficiency in all core subjects using 21st century skills.
- Build a safe environment that promotes character development and provides safe facilities for learning.
- Create positive relationships with our students, parents, and community members.

Key LCAP actions to support these areas are: continued curriculum standard alignment, PBIS site implementation, and parent night activities.

## Review of Performance

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

## Greatest Progress

On the California Dashboard, the district indicator for the 2018 CAASPP results was "yellow" for all students in English language arts (ELA). The district increased by 3 points in ELA for all students.

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

- Continued CCSS monitored by site administration (Goal 1)
- Thinking Map and Write From the Beginning and Beyond targeting English Learners and low-income students (Goal 1)

According to the California Dashboard, the district's 2018 suspension rate was indicated as "blue." The district suspension rate declined 1.7%. The district's current suspension rate is 0%. We attribute the decrease in suspensions to the implementation of our Positive Behavior Intervention and Supports (PBIS) program. We will continue to implement PBIS to have a lowered suspension rate.

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 district rubric indicator was "red" very low for "all student" in Math based on the 2018 CAASPP results. Chronic Absenteeism indicator was in the "orange" low, for all students.

Semitropic will invest in professional development for teachers regarding the implementation of curriculum development to deepen the rigor as it pertains to the standards. We will also invest in targeted support and intervention programs to meet the instructional needs of our most at-risk students. We plan on working with an outside source to learn about the MTSS framework and to look at best practices, specifically in the area of our Math curriculum to help strengthen the delivery to our students.

In addition, we will be implementing Aeries Communication and attendance 2 Attendance to monitor absenteeism and communicate student absences to all parents targeting communication to parents of low-income students, English learner, and foster youth.

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

Semitropic currently does not have any performance gaps, however, we have areas we need to improve in.

English Learners achievement on CAASPP mathematics is below all other students performance. To address the gap, Semitropic will include the following actions and services:

- Professional development to improve ELD in all content area subjects
- Increased tracking/progress monitoring RFEP students
- Adding lowest EL/RFEP students to additional pull out intervention class

- Acquire help MTSS process to analyze best practices through an awarded grant
- Provide a parent night on access to online supplemental programs that parents can help with at home (i.e. ALEKS and Lexia)
- Acquire a Math Coach to provide PD to teachers on best practices in Math instructions for our students

Socioeconomically Disadvantaged students achievement on CAASPP mathematics is below other student performance. To address the gap, Semitropic will include the following actions and services:

- Professional development to improve SED in all content areas subjects
- Increased tracking/progress monitoring of SED students
- Ensure SED students are provided intervention services
- Provide a parent night on access to online supplemental programs that parents can help with at home (i.e. ALEKS and Lexia)
- Acquire a Math Coach to provide PD to teachers on best practices in Math instructions for our students

## 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.

None

### 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.

NA

### 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.

NA



# 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

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

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)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 1A: The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide)</p> <p><b>18-19</b> Priority 1A: 100% fully credentialed and appropriately assigned.</p> <p><b>Baseline</b> Priority 1A: 92% of our teachers are highly qualified and appropriately assigned.</p>	<p>92% of our teachers are highly qualified and appropriately assigned.</p>
<p><b>Metric/Indicator</b> Priority 1B:</p>	<p>100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.</p>



## Expected

100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.

### 18-19

Priority 1B:

Maintain 100% of students having standards-aligned materials.

### Baseline

Priority 1B:

100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.

### Metric/Indicator

Priority 1C:

School facilities are maintained in good repair as indicated on our William's FIT Report

### 18-19

Priority 1C:

Maintain all facilities rating of "good" as reported on the FIT.

### Baseline

Priority 1C:

All facilities continue to have an overall rating of "good" as indicated on the FIT report.

### Metric/Indicator

Priority 2A:

Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.

### 18-19

Priority 2A:

95% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

## Actual

All facilities continue to have an overall rating of "good" as indicated on the FIT report.

Teachers have implemented academic standards in their classrooms 73% of the time as evidenced in classroom observation data. 12% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.

## Expected

### Baseline

Priority 2A:

Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.

### Metric/Indicator

Priority 2B:

Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.

### 18-19

Priority 2B:

Maintain 100% EL students getting access to CCSS and ELD standards.

Maintain 100% EL students getting additional 30 minutes of ELD instruction daily

### Baseline

Priority 2B:

We have 100% of our EL students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.

### Metric/Indicator

Priority 4A:

## Actual

100% of our EL students receive full access to the CCSS standards and ELD standards. Each grade level continues to provide 30 minutes of Designated ELD instruction which is monitored through weekly lesson plan checks and through classroom walk through.

2018-19 CAASPP results, 7.44% of our students met or exceeded standards in math and 23.65% met or exceeded standards in ELA. We did not meet our goal of 3% growth in math and fell short in ELA. When looking at the

## Expected

### State Assessments

#### 18-19

##### Priority 4A:

Increase number of students who meet or exceed standards by 6% in math and ELA as measured by CAASPP.

#### Baseline

##### Priority 4A:

2015-16 CAASPP results, 25% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. Looking at subgroups; Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanics maintained and sped growth of 38.1 points.

#### Metric/Indicator

##### Priority 4B:

Academic Performance Index

#### 18-19

##### Priority 4B:

NA

#### Baseline

##### Priority 4B:

API-NA

#### Metric/Indicator

##### Priority 4C:

Percentage of pupils completing a-g or CTE sequences/programs.

#### 18-19

##### Priority 4C:

NA

#### Baseline

##### Priority 4C:

US or CSU Requirements – NA

## Actual

California School Dashboard, specifically subgroups, you can see: English Learners increase 3.7 points, Hispanics increased 3.1 points, SED increased 5 points, our SpEd students declined significantly by 17.7 points in ELA. In Math, our English Learners declined 4.1 points, Hispanics increased by 3.1 points, SED increased by 5 points and our SpEd students declined significantly by 18 points.

NA

NA

## Expected

### Metric/Indicator

Priority 4D:

The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC

### 18-19

Priority 4D:

50% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC

### Baseline

Priority 4D:

45% of EL students made progress towards English proficiency as measured by CELDT/ELPAC.

### Metric/Indicator

Priority 4E:

Our EI reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term EL by 2%.

### 18-19

Priority 4E:

18% of our EL students will be reclassified. Our long-term EL students will decrease to 60%.

### Baseline

Priority 4E:

19 of our 151 (13%) of our English Learners were reclassified 2016-17. 65% of our English Learners are classified "long-term."

### Metric/Indicator

Priority 4F

Percentage of students passing AP exam with 3 or higher

### 18-19

Priority 4F

NA

## Actual

We had 124 students assessed. 36% of students scored in level 4, "well developed" range. We had 31% score in level 3, "moderately developed" range. Additionally, we had 23% fall in level 2, "somewhat developed" range. Finally, we had a 9.7% fall in level 1, "beginning" range.

In 2018-2019, we have reclassified 17 students in grades 3rd-8th grades. That moves our reclassification rate to 22%. Five of our nine 8th grade students who are considered "long term" EL students were reclassified, 55% reclassification rate. In addition, 4 of our 6th and 7th graders who are labeled long term were also reclassified this year.

NA

## Expected

### Baseline

Priority 4F  
NA

### Metric/Indicator

Priority 4G  
Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher

### 18-19

Priority 4G  
NA

### Baseline

Priority 4G  
NA

### Metric/Indicator

Priority 7A:  
A broad course of study is offered to all students as well as all core subject areas are taught.

### 18-19

Priority 7A:  
Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Maintain AVID schoolwide.

### Baseline

Priority 7A:  
We have a music teacher that pushes into K-5th grades to provide music instruction. In addition, the teacher pulls out 6th-8th for elective. We also have the following electives for our 6th-8th students: digital literacy, Ag. Science, and AVID.

### Metric/Indicator

Priority 7B:  
Programs and services for unduplicated pupils.

### 18-19

## Actual

NA

Although we had a position for a music teacher posted the entire year, we were unable to hire a music teacher for the 2018-2019 school year. While we were unable to fill a position for a music teacher for the 2018-2019 school year, all students were provided with a broad course of study that includes all of the other subject areas described in Section 512010 and Section 51220(a) to (i) as applicable. We did continue to provide electives for our 6th-8th students in the following areas: digital literacy, Ag, Science, and AVID. Through being awarded a grant we were able to offer after school mariachi to students.

Based on assessment data and quarterly CBM, 100% of unduplicated students are placed in a fluid intervention class to help them make progress towards ELA or math.

## Expected

Priority 7B:  
Maintain 100% services offered being based on CCSS.

Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)

### Baseline

Priority 7B:  
All programs and services offered are based on CCSS. Cross level teams meet weekly to determine the needs of unduplicated students based on assessment data. Intervention class is fluid for those who make progress will quickly be moved out and replaced with those who are in need of the additional help.

### Metric/Indicator

Priority 7C:  
Programs and services for pupils with exceptional needs.

### 18-19

Priority 7C:  
Maintain our programs and services that are currently offered to all students including students with exceptional needs.

### Baseline

Priority 7C:  
All programs and services offered are offered to all students including those with exceptional needs, which include Music, AVID, AG Science, Digital Library and all of our sports programs.

### Metric/Indicator

Priority 8A:  
All 3rd grade students reading at or above grade level by the end of the year as measured by our CBM data.

### 18-19

Priority 8A:  
65% of 3rd graders read at or above grade level according to end of the year CBM data (STAR assessment)

### Baseline

## Actual

100% of students with exceptional needs have access to all programs which include AVID, AG Science, Digital Literacy and all of our sports programs.

60% of our 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.

## Expected

Priority 8A:  
52% of 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.

### **Metric/Indicator**

Priority 8B:  
All 5th graders reading at or above grade level by the end of the year as measured by our CBM data.

### **18-19**

Priority 8B:  
55% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).

### **Baseline**

Priority 8B:  
8% of 5th graders are reading at or above grade level at the end of the year as measured by our CBM data.

### **Metric/Indicator**

Priority 8C:  
All of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data.

### **18-19**

Priority 8C:  
90% of 8th graders will met or exceed grade level standards based on the CFA data. Also 50% of 8th grade students will met or exceed grade level according to the CAASPP testing.

### **Baseline**

Priority 8C:  
79% of our 8th grade students met or exceeded grade level standards based on the last CFA. However, only 35% of our 8th graders met or exceeded grade level standards at the end of the school year according to CAASPP.

### **Metric/Indicator**

Priority 8D:

## Actual

35% of our 5th graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.

42% of our 8th graders have met or exceeded grade level standards based on CFA data. Also 34% of 8th grade students met or exceeded grade level according to the CAASPP testing.

2018-2019:

Aerobic Capacity: 5th grade - 51.9%, 7th grade - 45.5%; Body Composition: 5th - 37%, 7th grade - 36%; Abdominal Strength: 5th grade - 33%, 7th grade



## Expected

Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results.

### 18-19

Priority 8D:

Aerobic Capacity 5th grade –33.8%, 7th grade—37.7%; Body Composition: 5th grade –38.4%, 7th grade—41.3%; Abdominal Strength: 5th grade—97.5%, 7th grade 19.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 47.5%, 7th grade—41.3%; Flexibility: 5th grade – 61.1, 7th grade—23.4%

### Baseline

Priority 8D:

2015-16 Physical Fitness Results: Aerobic Capacity 5th grade –31.8%, 7th grade—35.7%; Body Composition: 5th grade –36.4%, 7th grade—39.3%; Abdominal Strength: 5th grade—95.5%, 7th grade 17.9%; Trunk Extension Strength: 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 45.5%, 7th grade—39.3%; Flexibility: 5th grade – 59.1, 7th grade—21.4%

## Actual

36%; Trunch Extension: 5th grade - 92%, 7th grade - 100%; Upper Body Strength: 5th grade - 85%, 7th grade - 41%; Flexibility: 5th grade - 44%, 7th grade - 68%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners, will be provided to ensure growth as a professional for all staff so they	The district hired Highly Qualified teachers, 4 of which were a part of the BTSA program and attended PD that was relevant to serving our unduplicated students.	KCSOS BTSA 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$10,950	BTSA 5800 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$10950
		3000-3999: Employee Benefits Base \$1,180	3000-3999: Employee Benefits Supplemental / Concentration \$1180

can better provide instruction to our unduplicated students.

ACSA leadership Summit  
Supplemental / Concentration  
\$2,334

Did not attend \$0

Supt. Symposium Supplemental /  
Concentration \$1,000

Did not attend \$0

SSDA Annual Conference  
Supplemental / Concentration  
\$500

Did not attend \$0

ACSA Superintendent Academy  
Supplemental / Concentration  
\$1465

Did not attend \$0

Women in Leadership  
Conference Supplemental /  
Concentration \$1500

Attended different PD (Cognitive  
Coaching) 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental / Concentration  
\$1800

August PD workshop for teachers  
Supplemental / Concentration  
\$1000

Supplies for PD 4000-4999:  
Books And Supplies  
Supplemental / Concentration  
\$2000

1000-1999: Certificated  
Personnel Salaries

Teacher time for PD in summer  
and during year 1000-1999:  
Certificated Personnel Salaries  
Supplemental / Concentration  
\$4000

## Action 2

### Planned Actions/Services

100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.

### Actual Actions/Services

100% of students have access to standards-aligned materials as evidenced in William's Report.

### Budgeted Expenditures

4000-4999: Books And Supplies  
Base \$15,000

4000-4999: Books And Supplies  
Title I \$5,000

### Estimated Actual Expenditures

Books and Supplies (replacement books) 4000-4999: Books And Supplies Base \$10,000

4000-4999: Books And Supplies  
Title I \$5000

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School facilities are maintained in good repair as indicated on our William's FT Report.	William's FT Report returned in good repair.	6000-6999: Capital Outlay Base \$10,000	Repairs around campus 6000-6999: Capital Outlay Base \$10,000
		5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	Repairs around campus 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for our unduplicated students struggling in math and ELA.(K-8th) <ul style="list-style-type: none"> <li>Quarterly CBM data meetings to monitor student progress</li> <li>Instructional aides to assist in Tier II interventions</li> <li>Purchase STAR, Lexia, and ALEKS for all student</li> </ul>	Teachers and staff used RTI to provide Tier I, II, and III intervention for unduplicated students struggling in ELA and Math schoolwide <ul style="list-style-type: none"> <li>Quarterly CBM data was collected and monitored</li> <li>Instructional aides were used to assist in Tier II interventions</li> <li>Purchased STAR, Lexia, and ALEKS math for all K-8th grade students</li> </ul>	1000-1999: Certificated Personnel Salaries Title I \$600	Classified staff extra duty 1000-1999: Certificated Personnel Salaries Title I \$600
		2000-2999: Classified Personnel Salaries Supplemental / Concentration \$50,634	2000-2999: Classified Personnel Salaries Supplemental / Concentration \$50,634
		5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$4000	Operating expense of programs such as STAR, Lexia and ALEKS 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$8000

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in	Intervention teacher provided students who were struggling in ELA and Math. Priority was given to unduplicated students in primary	1000-1999: Certificated Personnel Salaries Title I \$12,000	Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I \$12,000

primary grades and students who are English learners.

grades and students who are English Learners.

1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$49,000

Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$49,000

## Action 6

### Planned Actions/Services

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.

### Actual Actions/Services

The Program Coordinator supported teachers in various programs on campus. The PC served as a mentor teacher to our KRTR program. In addition, the PC provided a valuable resource for PD on rolling out ELPAC this year to the staff as well as Thinking Maps and Math Talks.

### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$102,000

### Estimated Actual Expenditures

Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$102,000

## Action 7

### Planned Actions/Services

KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)

### Actual Actions/Services

One master teacher had 2 CSUB students throughout the year co-teaching with them this year providing invaluable strategies.

### Budgeted Expenditures

KRTR Grant 1000-1999: Certificated Personnel Salaries \$3,528

### Estimated Actual Expenditures

KRTR Grant (no cost to the district CSUB pays) 1000-1999: Certificated Personnel Salaries

## Action 8

### Planned

### Actual

### Budgeted

### Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Update technology for teachers and student use <ul style="list-style-type: none"> <li>• Purchase replacement Chromebook 6th-8th grades</li> <li>• Purchase replacement Chromebooks 3rd-5th grades</li> <li>• Purchase replacement Chromebooks K-2 grade</li> <li>• Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.</li> <li>• Replace out of date projectors and lamps on SMART boards/or similar product</li> <li>• Open PO for Wi-Fi/tech troubleshooting and updates</li> </ul>	Updated technology for teachers and student use: <ul style="list-style-type: none"> <li>• Purchased and replaced needed 6th-8th chrome books</li> <li>• replaced needed chromebooks in grades K-5th</li> <li>• replaced/updated teacher computers</li> <li>• replaced updated office computers</li> <li>• Contracted for tech IT person one day a week on site to handle troubleshoot and maintenance</li> <li>• Replace SMART board bulbs</li> <li>• Replace/update SMART license in each classroom</li> </ul>	4000-4999: Books And Supplies Supplemental / Concentration \$55,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$17,000	4000-4999: Books And Supplies Supplemental / Concentration \$55,000  5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$17,000

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
95% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	90% of the time teachers implemented CCSS in the classroom as observed during administrative walk through and lesson plan checks. 5% of the time, teachers are engaging student in performance based task as observed during admin observations, lesson plan checks, and PLC discussions.	\$0	0

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The technology teacher on special assignment will work with teachers to provide professional development in the area of technology to help serve our unduplicated students. Providing teachers the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.	We did not continue with the TOSA this year because our partner district (RGB) pulled out of the agreement.	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$50,583	\$0

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 100% EL students getting access to CCSS and ELD standards.  Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.	100% of our EL students had access to CCSS and ELD standards as observed through administrative observations and lesson plan checks. In addition, 100% of EL students received at minimum 30 minutes of ELD instruction daily.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$72,000	1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$72,000

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English	The Program Coordinator and support staff were trained on testing procedures for ELPAC and in turn our PC trained our whole	5000-5999: Services And Other Operating Expenditures Title III \$500	Training for ELPAC 5000-5999: Services And Other Operating Expenditures Title III \$500

proficiency as measured by ELPAC.

staff on the difference between CELDT and ELPAC. In addition, our PC trained on some test taking strategies for teachers to help students be successful on the ELPAC.

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.	While we had a music teacher position posted for the entire year, we were unable to fill the position with a qualified person. However we continued to offer electives to our 6th-8th grade students.	AVID annual contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$8,241	AVID contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$8241
		AVID summer institute 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$3,641	AVID summer institute 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$4641
		AVID contract KCSOS for local support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$4,324	AVID contract KCSOS for local support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$4324
		Music Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$73,000	Music Teacher Salary 1000-1999: Certificated Personnel Salaries \$0
		PD as needed 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$20,000	PD (WFTB, Thinking Maps, Number talks, MTSS) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$15,550

## Action 14



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% usage of Thinking Maps K-8th grades (refresher training needed)	95% of teachers used Thinking Maps on a regular basis in the classroom. 100% of the teachers attended the refresher training that was offered. Write from the Beginning was being used 70% of the time in the classroom. 80% of the teachers attended the training provided for WFTB.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$1000	Training (WFTB and TM) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration \$1000
Write From the Beginning Training (Narrative writing, Expository writing refresher, and introduce Response to Text) to implement in order help principally serve our unduplicated students with writing across the curriculum.		4000-4999: Books And Supplies Supplemental / Concentration \$3000	Materials for WFTB and Thinking Maps 4000-4999: Books And Supplies Supplemental / Concentration \$3000

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly to ensure unduplicated students are getting best instruction and testing possible.	The PC provided PD on the PFT in order to ensure teachers administering the test were doing so properly.	4000-4999: Books And Supplies Supplemental / Concentration \$1000	PE supplies 4000-4999: Books And Supplies Supplemental / Concentration \$1000
Physical Fitness Equipment	Physical Fitness Equipment was purchased to ensure that all unduplicated students had access to equipment during Physical education.	4000-4999: Books And Supplies Supplemental / Concentration \$500	PE supplies 4000-4999: Books And Supplies Supplemental / Concentration \$500

# 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 actions and services for this goal were implemented as planned with few exceptions. Students and teachers received updated/replacement computers as needed, therefore all students (K through 8th grade) are one to one with Chromebooks. The continued implementation of Thinking Maps and Write from the Beginning has increased the rigor across all curricular areas. What we laid out as part of our implementation plan was followed closely by staff to ensure the success of our students. We were unable to hire a music teacher as planned. We posted the position for the duration of the year, however, we were unable to find any candidates qualified. With the addition of our after school mariachi program through grant funding, we were able to provide some music instruction later in the year. In addition, instead of having three master teachers needed for the Kern Rural Teacher Residency Program with CSUB, we only used one master teacher due to the movement of teachers and the need through CSUB. Therefore, the actions/services in action 7 that were planned were slightly different then what actually took place in 2018-19.

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

Actions and services for this goal were effective due to the data collected shows:

- Students have access to material
- 100% of EL students getting additional (30 min) for ELd instruction
- A high percentage of CCSS instruction taking place in the classroom on a daily basis
- A broad course of study offered including digital literacy, AG Science, and AVID
- We are making growth toward our goal of 8th graders on level for math when they graduate
- We are making growth toward our goal of 3rd and 5th graders bein on grade level for reading

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference that did occur, occurred because we were unable to fill our open music teacher position. We had the position for Music teacher posted for the entire year, however, we did not get any interested or qualified applicants. In addition, our partnership with Rio Bravo Greely for a Technology Mentor Teacher to be on an MOU this year did not follow through as they were unable to fill the position. In addition, CSUS helped to pick up the cost of mentor teachers which alleviated the cost to our school 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.

All actions in this goal will continue as planned in the 2019-20 LCAP.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

Build a safe environment that promotes character development and provides safe facilities for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Priority 6A:  
Pupil suspension rate.

**18-19**

Maintain less than 1%.

**Baseline**

In 2016-17, the suspension rate was less than 1%.

Semitropic maintained less than 1% suspension rate in 2018-19 school year.

**Metric/Indicator**

Priority 6B:  
0% of students expelled

**18-19**

Maintain 0% students expelled.

**Baseline**

0% of students expelled

Semitropic maintained 0% of students expelled in 2018-19 school year.

**Metric/Indicator**

Priority 6C:

A survey was given to all parents and 3rd-8th grade students regarding their sense of school connectedness and feeling of safeness while at Semitropic.

## Expected

Other local measures on sense of safety and school connectedness.

### 18-19

Improve of sense of safety and school connectedness based on baseline data.

### Baseline

Establishing survey data for student sense of safety and school connectedness.

## Actual

When students were asked if they felt safe at school, 79% agreed/strongly agreed. When asking parents if their child felt safe at school, 87% agreed/strongly agreed.

When students were asked if they had an adult at school who cared about them, 93% agreed/strongly agreed. When asking parents if their child had an adult they could talk to at school, 90% agreed/strongly agreed.

When students were asked if they were "Happy" at school, 78% agreed/strongly agreed. When asking parents if their child was "Happy" at school, 84% agreed/strongly agreed.

## 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

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals

#### Actual Actions/Services

The district implemented PBIS to reduce suspensions K-8

- We conducted in house training to review Tier I, II, and III
- District tracked referrals though monthly PBIS meetings
- Provided Noon Aides during recess times for supervision

#### Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$750

2000-2999: Classified Personnel Salaries Supplemental / Concentration \$22,366

#### Estimated Actual Expenditures

SWIS operating expense 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$750

2000-2999: Classified Personnel Salaries Supplemental / Concentration \$22,366

### Action 2

#### Planned Actions/Services

The district will hire an Americorp person to work with primarily with our unduplicated students and

#### Actual Actions/Services

The district continued to have Americorp person contracted through KCSOS who worked

#### Budgeted Expenditures

5800: Professional/Consulting Services And Operating

#### Estimated Actual Expenditures

Americorp person 5000-5999: Services And Other Operating

parents who need additional support for behavior interventions and attendance support.

principally with our unduplicated students and parents who needed additional support for behavior intervention and attendance support.

Expenditures Supplemental / Concentration \$15,000

Expenditures Supplemental / Concentration \$1500

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.	The district conducted a survey K-8th parents and staff to gauge school climate	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1000	Google Forms \$0

## Analysis

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

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

Overall the actions and services for this goal were implemented as planned with few exceptions. We had school wide incentives for students who were ROARing (PBIS). Monthly, we held "Wildcat days" to recognize those with good attendance. In addition, we had ROAR incentive activities that students were able to cash in ROAR tickets to participate in. We also had ROAR assemblies monthly to recognize ROAR students of the month. Students earned ROAR tickets by showing positive behavior. Our PBIS team met monthly to analyze the SWIS data to see trends and anticipate issues. We also planned positive activities for the student body with student body representatives.

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

Actions and services for this goal were effective due to the data collected showing:

- Our daily average office referral was reduced, meeting our targeted goal.
- We maintained 0% of students being expelled from school.
- We surveyed all stakeholders on the effectiveness of PBIS program and the culture of the campus with positive results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and actual came in the form of student incentives. Some of the incentives that the students requested may have had a cost higher than what was originally budgeted, but worth the positive behavior outcome. Some of those changes were field trips (Farm day at the Fair, CALM...), incentive activities (pieing a teacher/staff member, lunches, movies...), dances (materials for middle school dance), and incentives prizes (prize give away for ROAR student). We created a survey through Google Forms that was given to all stakeholders (parents, students, staff...) as an alternative to going through KCSOS which accounts for the difference in cost in Action item 2.

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.

All actions in this goal will continue as planned in the 2019-20 LCAP.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 3

Create positive relationships with our students, parents, and community members.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

Priority 3A:  
Efforts to seek input in making decision for the district/school.

#### 18-19

Priority 3A:  
90% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings.

#### Baseline

Priority 3A:  
80% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings.

#### Metric/Indicator

Priority 3B:  
How district promotes participation of parents for unduplicated students.

Actual

93% of parents attended parent teacher conferences in October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Facebook, Instagram, Twitter, Snapchat, and Website.

This year we had 93% of our parents attend conferences. We continue to use a variety of ways including social media apps to communicate with parents of unduplicated students.



## Expected

### 18-19

Priority 3B:

Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.

### Baseline

Priority 3B:

District/School used a variety of apps to encourage parent input. We had 80% of unduplicated students' parents and families attend parent-teacher conferences.

### Metric/Indicator

Priority 3C:

District promotes participation of parents for pupils with exceptional needs.

### 18-19

Priority 3C:

Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.

### Baseline

Priority 3C:

District/School had 100% of parents of students with IEP attend meetings scheduled for their child.

### Metric/Indicator

Priority 5A:

Student attendance rates increased in 2015-16 to 96.3%.

### 18-19

Priority 5A:

Increase attendance rate by 1% each year.

### Baseline

Priority 5A:

Attendance rate for 2016-17 was 96.5%.

## Actual

District had 100% of parents of students with IEP attend meetings scheduled for their child.

Attendance rate for 2018-19 was 96.8%

## Expected

## Actual

### Metric/Indicator

Priority 5B:  
Chronic absenteeism rates are 0.09%

### 18-19

Priority 5B:  
Maintain low chronic absenteeism rate.

### Baseline

Priority 5B:  
Chronic absenteeism rate in 2016-1 was 0.01%

Chronic absenteeism rate in 2018-19 was 0.10%

### Metric/Indicator

Priority 5C:  
Middle school dropout rates

### 18-19

Priority 5C:  
Maintain 0% middle school dropout rate

### Baseline

Priority 5C:  
0% middle school dropout rate

0% middle school dropout rate in 2018-19

### Metric/Indicator

Priority 5D:  
High school dropout rates

### 18-19

Priority 5D:  
NA

### Baseline

Priority 5D:  
NA

NA

### Metric/Indicator

Priority 5E:  
High school graduation rate

NA

Expected

Actual

**18-19**

Priority 5E:  
NA

**Baseline**

Priority 5E:  
NA

## 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>Student attendance</p> <ul style="list-style-type: none"> <li>• Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.</li> <li>• Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.</li> <li>• Students who have a monthly perfect attendance rate of 88%</li> </ul>	<p>Student attendance:</p> <ul style="list-style-type: none"> <li>• Superintendent/principal sent home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.</li> <li>• Superintendent/Principal referred parents to the Delano PD when their child have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.</li> <li>• Students who had a monthly perfect attendance rate of 88% were invited to attend a</li> </ul>	<p>4000-4999: Books And Supplies Lottery \$2,000</p>	<p>Incentive supplies 4000-4999: Books And Supplies Supplemental / Concentration \$2,000</p>

will be invited to attend a Wildcat Activity each month.

- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

Wildcat Activity each monthly.

- Students who had 100% perfect attendance each quarter received recognition quarterly.
- Teachers awarded students who had weekly perfect attendance with ROAR tickets.

## Action 2

### Planned Actions/Services

#### Parent Engagement:

- Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram
- Hold two family nights per year: math in the fall and Reading in the Spring
- Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event.
- Refreshments and/or child care will be provided at events.

### Actual Actions/Services

#### Parent Engagement:

- Superintendent/Principal used social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Class Dojo, Facebook, Twitter, and Instagram
- Held a Math Family night in the Spring
- Student incentives were given to individual students and classrooms who had the greatest percentage of parents attend a school event.

Refreshments and/or child care were provided at events.

### Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$1000

5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$250

4000-4999: Books And Supplies Lottery \$1000

4000-4999: Books And Supplies Base \$354

### Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental / Concentration \$1000

5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration \$250

4000-4999: Books And Supplies Lottery \$1000

4000-4999: Books And Supplies \$400

- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student Engagement:</p> <ul style="list-style-type: none"> <li>• Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process.</li> <li>• Continue to use Accelerated Reader as a reading incentive.</li> <li>• Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom.</li> <li>• Staff members will use ROAR tickets to "pay" for ROAR activities.</li> <li>• Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process.</li> <li>• Purchase sports equipment for students to use during recess, PE and Wildcat Day.</li> </ul>	<p>Student Engagement:</p> <ul style="list-style-type: none"> <li>• Several Classrooms used Whole Brain Teaching Strategies to engage students in the learning process.</li> <li>• Continued to use Accelerated Reader as a reading incentive.</li> <li>• Teachers continued to utilize Class Dojo to incentivize student engagement in the classroom.</li> <li>• Staff members used ROAR tickets to "pay" for ROAR activities.</li> <li>• Teachers used technology in the classroom to create lessons and activities that engage all students in the learning process.</li> <li>• Purchased sports equipment for students to use during recess, PE and Wildcat Days.</li> </ul>	<p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$1,375</p> <p>4000-4999: Books And Supplies Base \$4,500</p> <p>4000-4999: Books And Supplies Lottery \$3,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Lottery \$1375</p> <p>4000-4999: Books And Supplies Base \$4500</p> <p>4000-4999: Books And Supplies Lottery \$3000</p>

- Upgrade student technology devices and increase student technology use.

Upgraded student technology devices and increased student technology usage.

## 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.

Our implementation was consistent. We worked to increase different ways to communicate with parents and students outside of school. In addition, we worked to have more positive interactions at school with students and family members. WE implemented a monthly news letter that went home to parents giving helpful tips for parents to help their child with school. We also, created a parent information center in the front office for parent resources to be available to parents as they visited the school.

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

Every school/district room has room to grow in the area of building positive relationships. Our goal this year was to get our story out there to parents and the community. With the increased social media avenues for communication we believe it helpful for parents to make connections with new faces on campus as well as to know what was happening on a daily basis. We feel like with the increased communication we created a more positive relationship with our parents who were more willing to come into the office or call if there were questions or concerns. We also feel that students had a more positive outlook on coming to school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight differences in budgeted monies and expenditures. The majority of expenses were put to use for student incentives and parent/home communication tools (i.e. newsletters, parent resource center, parent meeting materials).

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

The district was able to provide more positive interaction with family and students. With the continued implementation of PBIS we have higher attendance rate and lower rate of referrals per day. However, we need to have in place a more comprehensive survey that will address the positive culture in all areas. Therefore, next year we will provide a more comprehensive survey in place to address all areas.

# 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?

Semitropic School District actively seeks stakeholder engagement and realizes stakeholder engagement is an integral part of developing an effective plan. Semitropic gathers input from school personnel, both classified and certificated staff and classified/certificated unions, through meetings and surveys. In addition, we gather input from our community members at our LCAP meetings. During those meetings, we ask for input from our parents and community members. Semitropic uses a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The district consulted with all stakeholders during the planning process for this LCAP review and analysis. Monthly, the Superintendent met with the school site leadership team teachers to discuss the LCAP goals. At each meeting, we would see where we were in terms of growth/movement/meeting our goals. Each grade level leader would meet with their team each month to discuss the grade spans focus and how that relates to the LCAP goals. The site teachers and administrator would meet monthly to discuss data and its significance to the district LCAP. Monthly the Superintendent would meet with the school site PBIS team to discuss the school sites PBIS progress. We looked at the data and how it pertained to the LCAP and out over arching goal. We then looked at how the positive incentives we currently have in place, such as Wildcat days, are affecting our attendance, if at all. In addition, the Superintendent meets monthly with the MOT director to discuss the facilities and the needs. A list is generated of needs and a comparison is made to our LCAP to ensure we maintain a safe and secure site. Superintendent did not have any DAC/DELAC questions or comments to respond to in writing. Furthermore, parent meetings have been completed (i.e. Math night in the Fall, parent conferences in October, Back to school night in September, Open House in May, Literacy Night in the Spring, SSC). At these meetings, parents were given information on CCSS, LCFF, and LCAP. In addition, parents were given the opportunity to fill out surveys giving input on what they would like to see in their child's classroom. There have also been more informal times that parents have been invited on campus (i.e. Pastries with parents and Family Picnic Day(s)) where the Superintendent met with parents one-on-one and discussed items they would like to see for improvement or areas they felt Semitropic was doing well in. The Superintendent also met with student leadership members twice this year to get direct feedback from them on what they feel would improve our district. In addition, the Superintendent reviewed the LCAP goals with the students so they could have an understanding of the district's plan. The students grades three through eight were also given a survey to complete asking for their input. Finally, through our monthly board meetings, the board, and the Superintendent take public comments where members of the public are invited to give input to ways we can improve our LCAP process. On June 13th, a draft of the LCAP plan was presented at a public hearing allowing all stakeholders to pose questions, comments or concerns prior to finalizing the LCAP for the 2019-20 school year. On June 27th, at a public board meeting, the board approved the presented LCAP for the 2019-2020 school year.



## Impact on LCAP and Annual Update

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

Through the collaboration of all stakeholders, the input was taken into consideration when developing Semitropic's LCAP for the upcoming year. It allowed us to see areas that we needed to continue our focus and allowed us to see where we are doing well. Through the feedback that was received, we were able to lay out a plan similar to our 2018-2019 LCAP plan with minor changes. The largest area of change the board and all stakeholders would like to see somehow come to fruition, it to be able to make Semitropic a closed campus by fencing off the campus and making it so there is only one point of entrance for visitors. As a team, we will continue to work and develop a plan to make this happen, as student safety is our top priority. All stakeholders believed we should keep the goals that were in place for the 2018-19 school year and strive to make needed growth. It is believed that the reason for slight and not drastic changes is due to the fact that through the LCAP process for the last few years our stakeholders have been very vocal and part of the process. We plan to take steps to make Semitropic a closed campus with fencing a priority for future planning. Therefore, with everyone having input, there are no questions or concerns when it comes to moving forward 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

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

### 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)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers. These unduplicated students need the barriers removed from their education and they need to be exposed to lower class sizes and technology (i.e. computers), and higher quality teachers who have high quality PD so they can have the same advantages, when they get older, that their peers have. Our goal is to increase student achievement in all core areas by 9% as measured by benchmark and CAASPP data by 2019. Therefore, student achievement will increase by 3% as measured by the CAASPP each year for the next three years in all core areas.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A: The district will continue to hire Highly Qualified	Priority 1A: 92% of our teachers are highly qualified and appropriately assigned.	Priority 1A: 94% fully credentialed and appropriately assigned.	Priority 1A: 100% fully credentialed and appropriately assigned.	Priority 1A: 100% fully credentialed and appropriately assigned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers to provide instruction. (Schoolwide)				
Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.	Priority 1B: Maintain 100% of students having standards-aligned materials.	Priority 1B: Maintain 100% of students having standards-aligned materials.	Priority 1B: Maintain 100% of students having standards-aligned materials.
Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report	Priority 1C: All facilities continue to have an overall rating of "good" as indicated on the FIT report.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.
Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.	Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products,	Priority 2A: 90% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: 95% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	performance-based tasks were taking place across grade levels.			
<p>Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>	<p>Priority 2B: We have 100% of our EL students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.</p>	<p>Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards.</p> <p>Maintain 100% EL students getting additional 30 minutes of ELD instruction daily</p>	<p>Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards.</p> <p>Maintain 100% EL students getting additional 30 minutes of ELD instruction daily</p>	<p>Priority 2B: Maintain 100% of unduplicated students getting access to CCSS materials and ELD standards materials. In addition, maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.</p>
<p>Priority 4A: State Assessments</p>	<p>Priority 4A: 2015-16 CAASPP results, 25% of our</p>	<p>Priority 4A: Increase number of students who meet or</p>	<p>Priority 4A: Increase number of students who meet or</p>	<p>Priority 4A: Increase the number of students who meet or</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students met or exceeded standards in math and 20% met or exceeded standards in ELA. Looking at subgroups; Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanics maintained and sped growth of 38.1 points.	exceed standards by 3% in math and ELA as measured by CAASPP.	exceed standards by 6% in math and ELA as measured by CAASPP.	exceed standards by 10% in math and ELA as measured by CAASPP. 17.44% meeting or exceeding the standards in Math. 33.65% meeting or exceeding the standards in ELA.
Priority 4B: Academic Performance Index	Priority 4B: API-NA	Priority 4B: NA	Priority 4B: NA	Priority 4B: NA
Priority 4C: Percentage of pupils completing a-g or CTE sequences/programs.	Priority 4C: US or CSU Requirements – NA	Priority 4C: NA	Priority 4C: NA	Priority 4C: NA
Priority 4D: The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO:	Priority 4D: 45% of EL students made progress towards English proficiency as measured by CELDT/ELPAC.	Priority 4D: 47% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC	Priority 4D: 50% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC	Priority 4D: 52% of EL students will make progress towards English proficiency as measured by ELPAC

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC				
Priority 4E: Our EI reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term EL by 2%.	Priority 4E: 19 of our 151 (13%) of our English Learners were reclassified 2016-17. 65% of our English Learners are classified "long-term."	Priority 4E: 15% of our EL students will be reclassified. Our long-term EL students will decrease to 63%.	Priority 4E: 18% of our EL students will be reclassified. Our long-term EL students will decrease to 60%.	Priority 4E: 30% of our EL students will be reclassified. Our long-term EL students will decrease to 55%.
Priority 4F Percentage of students passing AP exam with 3 or higher	Priority 4F NA	Priority 4F NA	Priority 4F NA	Priority 4F NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher	Priority 4G NA	Priority 4G NA	Priority 4G NA	Priority 4G NA
Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught.	Priority 7A: We have a music teacher that pushes into K-5th grades to provide music instruction. In addition, the teacher pulls out 6th-8th for	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades.	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Maintain AVID schoolwide.	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a broad course of study that includes all of the other subject areas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	elective. We also have the following electives for our 6th-8th students: digital literacy, Ag. Science, and AVID.	Introduce AVID whole school.		described in Section 51210 and Section 51220(a) to (i) as applicable. In addition, maintain AVID schoolwide.
Priority 7B: Programs and services for unduplicated pupils.	Priority 7B: All programs and services offered are based on CCSS. Cross level teams meet weekly to determine the needs of unduplicated students based on assessment data. Intervention class is fluid for those who make progress will quickly be moved out and replaced with those who are in need of the additional help.	Priority 7B: Maintain 100% services offered being based on CCSS.  Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: Maintain 100% services offered being based on CCSS.  Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: Maintain 100% services offered to unduplicated students being based on CCSS.  Maintain intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)
Priority 7C: Programs and services for pupils with exceptional needs.	Priority 7C: All programs and services offered are offered to all students including those with exceptional needs, which include Music, AVID, AG Science, Digital Library and all of our sports programs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.
Priority 8A:	Priority 8A:	Priority 8A:	Priority 8A:	Priority 8A:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All 3rd grade students reading at or above grade level by the end of the year as measured by our CBM data.	52% of 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.	55% of 3rd graders read at or above grade level according to end of the year CBM data (STAR assessment).	65% of 3rd graders read at or above grade level according to end of the year CBM data (STAR assessment)	70% of 3rd graders read at or above grade level by the end of the year according to end of the year CBM data (STAR assessment).
Priority 8B: All 5th graders reading at or above grade level by the end of the year as measured by our CBM data.	Priority 8B: 8% of 5th graders are reading at or above grade level at the end of the year as measured by our CBM data.	Priority 8B: 25% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).	Priority 8B: 55% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).	Priority 8B: 45% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).
Priority 8C: All of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data.	Priority 8C: 79% of our 8th grade students met or exceeded grade level standards based on the last CFA. However, only 35% of our 8th graders met or exceeded grade level standards at the end of the school year according to CAASPP.	Priority 8C: 85% of 8th graders will met or exceed grade level standards based on the CFA data. Also 45% of 8th grade students will met or exceed grade level according to the CAASPP testing.	Priority 8C: 90% of 8th graders will met or exceed grade level standards based on the CFA data. Also 50% of 8th grade students will met or exceed grade level according to the CAASPP testing.	Priority 8C: 50% of 8th graders will met or exceed grade level standards based on the CFA data. Also 55% of 8th grade students will met or exceed grade level according to the CAASPP testing.
Priority 8D: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results.	Priority 8D: 2015-16 Physical Fitness Results: Aerobic Capacity 5th grade – 31.8%, 7th grade— 35.7%; Body Composition: 5th grade –36.4%, 7th grade— 39.3%; Abdominal Strength: 5th grade—	Priority 8D: Aerobic Capacity 5th grade –32.8%, 7th grade—36.7%; Body Composition: 5th grade –37.4%, 7th grade— 40.3%; Abdominal Strength: 5th grade— 96.5%, 7th grade 18.9%; Trunk Extension	Priority 8D: Aerobic Capacity 5th grade –33.8%, 7th grade—37.7%; Body Composition: 5th grade –38.4%, 7th grade— 41.3%; Abdominal Strength: 5th grade— 97.5%, 7th grade 19.9%; Trunk Extension	Priority 8D: Aerobic Capacity 5th grade –34.8%, 7th grade—38.7%; Body Composition: 5th grade –39.4%, 7th grade— 42.3%; Abdominal Strength: 5th grade— 98.5%, 7th grade 20.9%; Trunk Extension



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	95.5%, 7th grade 17.9%; Trunk Extension Strength: 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 45.5%, 7th grade—39.3%; Flexibility: 5th grade – 59.1, 7th grade—21.4%	Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 46.5%, 7th grade—40.3%; Flexibility: 5th grade – 60.1, 7th grade—22.4%	Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 47.5%, 7th grade—41.3%; Flexibility: 5th grade – 61.1, 7th grade—23.4%	Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 48.5%, 7th grade—42.3%; Flexibility: 5th grade – 62.1, 7th grade—24.4%

## 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)

Specific Student Groups: NA

[Add Students to be Served selection here]

#### Location(s):

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

Specific Schools: NA

[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

[Add Students to be Served selection here]

#### Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

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

Specific Schools: Semitropic School

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff

#### 2018-19 Actions/Services

The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners, will be provided to ensure growth as a professional for all staff so they can better provide instruction to our unduplicated students.

#### 2019-20 Actions/Services

The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners will be provided to ensure growth as a professional for all staff, including leadership, so they can better provide instruction to our unduplicated students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,950	\$10,950	\$12,950
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCSOS BTSA	5800: Professional/Consulting Services And Operating Expenditures KCSOS BTSA	5800: Professional/Consulting Services And Operating Expenditures KCSOS Induction Program cost (subs, PD days...)
Amount	\$1,176	\$1,180	\$1,185
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Induction Program cost (subs, PD days...)

Amount	\$2,334	\$2,334	\$7,334
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	ACSA leadership Summit	ACSA leadership Summit	5000-5999: Services And Other Operating Expenditures ACSA leadership Summit
Amount	\$1,000	\$1,000	\$2,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	Supt. Symposium	Supt. Symposium	5000-5999: Services And Other Operating Expenditures Supt. Symposium
Amount	\$500	\$500	\$2000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	SSDA Annual Conference	SSDA Annual Conference	5000-5999: Services And Other Operating Expenditures SSDA Annual Conference
Amount	\$1465	\$1465	\$2465
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	ACSA Superintendent Academy	ACSA Superintendent Academy	5000-5999: Services And Other Operating Expenditures ACSA Superintendent Academy
Amount	\$1500	\$1500	\$2500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	Women in Leadership Conference	Women in Leadership Conference	5000-5999: Services And Other Operating Expenditures Women in Leadership Conference
Amount	\$1000	\$1000	\$2000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	August PD workshop for teachers	August PD workshop for teachers	1000-1999: Certificated Personnel Salaries August PD workshop for teachers

Amount			\$3500
Source			Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits \$1500

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.

2018-19 Actions/Services

100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.

2019-20 Actions/Services

100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000	\$5,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

All

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

New 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

School facilities are maintained in good repair as indicated on our William's FT Report.

2018-19 Actions/Services

School facilities are maintained in good repair as indicated on our William's FT Report.

2019-20 Actions/Services

School facilities are maintained in good repair as indicated on our William's FT Report.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Teachers and Staff will use the Rtl model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide)</p> <ul style="list-style-type: none"> <li>Quarterly CBM data meetings to monitor student progress</li> <li>Instructional aides to assist in Tier II interventions</li> <li>Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student.</li> </ul>	<p>Teachers and Staff will use the Rtl model to provide Tier I, II, and III interventions for our unduplicated students struggling in math and ELA.(K-8th)</p> <ul style="list-style-type: none"> <li>Quarterly CBM data meetings to monitor student progress</li> <li>Instructional aides to assist in Tier II interventions</li> <li>Purchase STAR, Lexia, and ALEKS for all student</li> </ul>	<p>Teachers and Staff will use the Rtl model to provide Tier I, II, and III interventions for unduplicated students struggling in math and ELA(K-8th).</p> <ul style="list-style-type: none"> <li>Quarterly CBM data meetings to monitor student progress</li> <li>Instructional aides to assist in Tier II interventions</li> <li>Purchase STAR, Lexia, and ALEKS for all student</li> </ul>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$600	\$600
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Salaries for certificated staff providing Tier I, II, III intervention to unduplicated students
Amount	\$50,634	\$50,634	\$42444
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits Salaries for classified staff provided for interventions of unduplicated students during instructional time

Amount	\$4000	\$4000	\$18190
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	2000-2999: Classified Personnel Salaries classified staff provided for interventions of unduplicated students during instructional time
Amount			\$4200
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits Benefits for classified staff provided for interventions of unduplicated students during instructional time
Amount			\$1800
Source			Supplemental / Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Purchase of STAR, Lexia, and ALEKs for all students (yearly subscription)

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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



English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

## Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

### 2017-18 Actions/Services

An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners.

### 2018-19 Actions/Services

An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in primary grades and students who are English learners.

### 2019-20 Actions/Services

An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in primary grades and students who are English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$8,400
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Certificated Salaries (Title I)
Amount	\$48,500	\$49,000	\$3,600
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits Certificated benefits (title I)

Amount			\$39,900
Source			Supplemental / Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Intervention teacher salary
Amount			\$17,100
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits Intervention teacher benefits

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor new teachers on campus. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$101,000	\$102,000	\$77,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Program Coordinator salary
Amount			\$33,000
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits Program Coordinator benefits

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)

**2018-19 Actions/Services**

KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)

**2019-20 Actions/Services**

Mentor to new teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,528	\$3,528	\$2,469
Source			Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries KRTR Grant	1000-1999: Certificated Personnel Salaries KRTR Grant	1000-1999: Certificated Personnel Salaries
Amount			\$1,058
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits

**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))

Schoolwide

**Location(s):**

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

Specific Schools: Semitropic School

**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**

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start)
- Purchase replacement/updated teacher computers
- Purchase replacement/updated office computers
- Contract with technology company for IT person one day

**2018-19 Actions/Services**

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase replacement Chromebooks K-2 grade
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards/or similar product

**2019-20 Actions/Services**

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase replacement Chromebooks K-2 grades
- Purchase replacement/updated office computers
- Purchase replacement/updated teacher computers
- Contract with technology company for IT person one day per week to be on-site to handle

- per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

- Open PO for Wi-Fi/tech troubleshooting and updates

- issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards/or similar product
- Open PO for Wi-Fi/tech troubleshooting and updates

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	\$72,580
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$17,000	\$17,000	\$17,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

### 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)

#### 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

Schoolwide

Specific Schools: Semitropic School

### 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

90% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

#### 2018-19 Actions/Services

95% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

#### 2019-20 Actions/Services

100% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

### Budgeted Expenditures

Year 2017-18

Amount

\$0

2018-19

\$0

2019-20

\$0

### 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)

#### 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

Schoolwide

Specific Schools: Semitropic School

### Actions/Services

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

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

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

New Action

Unchanged Action

Modified Action

#### 2017-18 Actions/Services

The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.

#### 2018-19 Actions/Services

The technology teacher on special assignment will work with teachers to provide professional development in the area of technology to help serve our unduplicated students. Providing teachers the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.

#### 2019-20 Actions/Services

A Math Coach on special assignment (In conjunction with our school community grant) will work with teachers to provide professional development in the area of math to help serve our unduplicated students. Providing teachers the latest strategies that are useful for implementing math concurrently with 21st century learning. In addition, the math coach will provide one-on-one mentoring to teachers in the area math instruction that will help student engagement.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,856	\$50,583	\$15,500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

### Action 11

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



**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

Schoolwide

**Location(s):**

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

Specific Schools: Semitropic School

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Maintain 100% EL students getting access to CCSS and ELD standards.

Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.

**2018-19 Actions/Services**

Maintain 100% EL students getting access to CCSS and ELD standards.

Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.

**2019-20 Actions/Services**

Maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$72,000	\$72,000	\$57,400
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			\$24,600
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits

## 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

New Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC.

Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by ELPAC.

Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by ELPAC.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### 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))

Schoolwide

#### Location(s):

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

Specific Schools: Semitropic school

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Introduce AVID whole school.

## 2018-19 Actions/Services

Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.

## 2019-20 Actions/Services

Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,241	\$8,241	\$12,241
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract
Amount	\$3,641	\$3,641	\$3,641
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID summer institute	5000-5999: Services And Other Operating Expenditures AVID summer institute	5000-5999: Services And Other Operating Expenditures AVID summer institute
Amount	\$4,324	\$4,324	\$4,324
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support

Amount	\$73,000	\$73,000	\$51,100
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Music Teacher salary	1000-1999: Certificated Personnel Salaries Music Teacher salary	1000-1999: Certificated Personnel Salaries Music Teacher salary
Amount	\$20,000	\$20,000	\$21,900
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PD as needed	1000-1999: Certificated Personnel Salaries PD as needed	3000-3999: Employee Benefits benefits for music teacher
Amount			\$17,500
Source			Supplemental / Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries subs for PD as needed (focus math)
Amount			\$7,500
Source			Supplemental / Concentration
Budget Reference			3000-3999: Employee Benefits benefits for PD subs

## 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)

### 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

Schoolwide

Specific Schools: Semitropic School

## Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

### 2017-18 Actions/Services

100% usage of Thinking Maps K-8th  
grades (refresher training needed)

Write From the Beginning Training  
(Narrative writing refresher and Expository  
writing)

### 2018-19 Actions/Services

100% usage of Thinking Maps K-8th  
grades (refresher training needed)

Write From the Beginning Training  
(Narrative writing, Expository writing  
refresher, and introduce Response to  
Text) to implement in order help principally  
serve our unduplicated students with  
writing across the curriculum.

### 2019-20 Actions/Services

100% usage of Thinking Maps K-8th  
grades (refresher training needed)

Write From the Beginning Training  
(Narrative, Expository, Response to Text  
writing) to implement in order help  
principally serve our unduplicated students  
with writing across the curriculum.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1,400
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3000	\$3000	\$600
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	3000-3999: Employee Benefits

Amount			\$4000
Source			Supplemental / Concentration
Budget Reference			4000-4999: Books And Supplies

## Action 15

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

New 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

PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly.

Scale and BMI calculator

Physical Fitness Equipment

### 2018-19 Actions/Services

PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly to ensure unduplicated students are getting best instruction and testing possible.

### 2019-20 Actions/Services

PD for CDE Physical Fitness practice testing to provide collaboration between teachers, to ensure all students have an equal opportunity to demonstrate their skills and abilities.

Physical Fitness Equipment

	Physical Fitness Equipment	
--	----------------------------	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$500	\$500	\$500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies



# 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

Build a safe environment that promotes character development and provides safe facilities for learning.

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

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6A: Pupil suspension rate.	In 2016-17, the suspension rate was less than 1%.	Maintain less than 1%.	Maintain less than 1%.	Maintain less than 1%.
Priority 6B: 0% of students expelled	0% of students expelled	Maintain 0% students expelled.	Maintain 0% students expelled.	Maintain 0% students expelled.
Priority 6C: Other local measures on sense of safety and school connectedness.	Establishing survey data for student sense of safety and school connectedness.	Improve of sense of safety and school connectedness based on baseline data.	Improve of sense of safety and school connectedness based on baseline data. When	Improve of sense of safety from 79% with students to 83% (to 87% with parents) and school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			surveyed about safety at school 79% students stated they felt safe at school daily. 83% of parents felt their students felt safe at school. When surveyed about connectedness to school, 80% of students felt connected to staff/school, while 95% of parents did.	connectedness from 80% with students to 84% (to 97% with parents) based on baseline data.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

Specific Schools: Semitropic School

### Actions/Services

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

Unchanged Action

#### 2017-18 Actions/Services

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals
- Provide Noon Aides during recess times

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

Unchanged Action

#### 2018-19 Actions/Services

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals

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

Modified Action

#### 2019-20 Actions/Services

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- The district will continue to use SWIS to track referrals
- In using PBIS the district will provide rewards/incentives for students throughout the year

The district will promote character through "Wildcat" pride in signs and displays on campus, encouraging students to enjoy attending school (i.e. campus beautification)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$750	\$750	\$750
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$22,366	\$22,366	\$15,656
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$5000	\$5000	\$6,709
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies Incentive/Rewards for PBIS	4000-4999: Books And Supplies Incentive/Rewards for PBIS	3000-3999: Employee Benefits Incentive/Rewards PBIS
Amount	0	0	\$5,000
Source			Supplemental / Concentration
Budget Reference	NA	NA	4000-4999: Books And Supplies Incentive/Rewards PBIS
Amount			\$5,000
Source			Supplemental / Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Campus Beautification/Character development

## 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)

### 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

Schoolwide

Specific Schools: Semitropic School

### Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support.

#### 2018-19 Actions/Services

The district will hire an Americorp person to work with primarily with our unduplicated students and parents who need additional support for behavior interventions and attendance support.

#### 2019-20 Actions/Services

The district will hire an Americorp person to work with primarily with our unduplicated students and parents who need additional support for behavior interventions and attendance support.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Semitropic School

**Actions/Services**

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

New Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

The district will incorporate the California Healthy Kids Survey to give to all 5th and 7th grade students, parents, staff (classified and certificated) to accurately gauge school climate.

**2018-19 Actions/Services**

The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.

**2019-20 Actions/Services**

The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

# 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

Create positive relationships with our students, parents, and community members.

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

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

Local Priorities:

### Identified Need:

Our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers. Our families of unduplicaed students are busy working and need an easy way to stay connected to our every day happenings. In addition, when on campus we want to be able to create a positive relationship for those families. We want to be able to offer night educational opportunities for unduplicated families to come learn with their students and feel welcome at our school.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3A: Efforts to seek input in making decision for the district/school.	Priority 3A: 80% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 85% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 90% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 95% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Twitter, Website, and mailings.	Twitter, Website, and mailings.	Twitter, Website, and mailings.	Twitter, Website, and mailings.
Priority 3B: How district promotes participation of parents for unduplicated students.	Priority 3B: District/School used a variety of apps to encourage parent input. We had 80% of unduplicated students' parents and families attend parent-teacher conferences.	Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.	Priority 3B: Maintain using a variety of apps to encourage parent input. We had 85% of unduplicated parent participation in parent-teacher conferences.	Priority 3B: Maintain using a variety of apps to encourage parent input. We want to increase unduplicated parent participation from 83% participation in conferences to 90%.
Priority 3C: District promotes participation of parents for pupils with exceptional needs.	Priority 3C: District/School had 100% of parents of students with IEP attend meetings scheduled for their child.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.
Priority 5A: Student attendance rates increased in 2015-16 to 96.3%.	Priority 5A: Attendance rate for 2016-17 was 96.5%.	Priority 5A: Increase attendance rate by 1% each year.	Priority 5A: Increase attendance rate by 1% each year. Our annual attendance rate average for 2018-2019 was 97.5%	Priority 5A: Increase attendance rate by 1%, which would mean for 2019-2020 our attendance rate would be 98.5%.
Priority 5B: Chronic absenteeism rates are 0.09%	Priority 5B: Chronic absenteeism rate in 2016-17 was 0.01%	Priority 5B: Maintain low chronic absenteeism rate.	Priority 5B: Maintain low chronic absenteeism rate. Our chronic absenteeism rate for 2019-2020 was 1.0%	Priority 5B: Maintain low chronic absenteeism rate. We want to be able to maintain a low absenteeism rate of 1.0% or below.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5C: Middle school dropout rates	Priority 5C: 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate
Priority 5D: High school dropout rates	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA
Priority 5E: High school graduation rate	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA

## 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)

All

#### Location(s):

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

Specific Schools: Semitropic School

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

## Unchanged Action

### 2017-18 Actions/Services

#### Student attendance

- Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.
- Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.
- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

## Unchanged Action

### 2018-19 Actions/Services

#### Student attendance

- Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.
- Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.
- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

## Unchanged Action

### 2019-20 Actions/Services

#### Student attendance

- Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.
- Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.
- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And 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))

Schoolwide

**Location(s):**

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

Specific Schools: Semitropic school

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

**Parent Engagement:**

- Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram
- Hold two family nights per year: math in the fall and Reading in the Spring
- Student incentives will be given to individual students and classrooms who have the

**2018-19 Actions/Services**

**Parent Engagement:**

- Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram
- Hold two family nights per year: math in the fall and Reading in the Spring
- Student incentives will be given to individual students and classrooms who have the

**2019-20 Actions/Services**

**Parent Engagement:**

- Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram
- Hold two family nights per year: math in the fall and Reading in the Spring
- Student incentives will be given to individual students and classrooms who have the

greatest percentage of parents attend a school event.

- Refreshments and/or child care will be provided at events.
- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

greatest percentage of parents attend a school event.

- Refreshments and/or child care will be provided at events.
- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

greatest percentage of parents attend a school event.

- Refreshments and/or child care will be provided at events.
- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$250	\$250	\$250
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$1000	\$1000	\$1000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$354	\$354	\$354
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

Specific Schools: Semitropic School

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

##### Student Engagement:

- Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process.
- Continue to use Accelerated Reader as a reading incentive.
- Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom.

#### 2018-19 Actions/Services

##### Student Engagement:

- Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process.
- Continue to use Accelerated Reader as a reading incentive.
- Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom.

#### 2019-20 Actions/Services

##### Student Engagement:

- Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process.
- Continue to use Accelerated Reader as a reading incentive.
- Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom.

- Staff members will use ROAR tickets to “pay” for ROAR activities.
- Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process.
- Purchase sports equipment for students to use during recess, PE and Wildcat Day.
- Upgrade student technology devices and increase student technology use.

- Staff members will use ROAR tickets to “pay” for ROAR activities.
- Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process.
- Purchase sports equipment for students to use during recess, PE and Wildcat Day.
- Upgrade student technology devices and increase student technology use.

- Staff members will use ROAR tickets to “pay” for ROAR activities.
- Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process.
- Purchase sports equipment for students to use during recess, PE and Wildcat Day.
- Upgrade student technology devices and increase student technology use.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,375	\$1,375	\$1,375
Source	Lottery	Lottery	Lottery
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4,500	\$4,500	\$4,500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies ROAR incentives
Amount	\$3,000	\$3,000	\$5,000
Source	Lottery	Lottery	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies ROAR incentives

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$641,063

Percentage to Increase or Improve Services

39.13%

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).

A review of the California School Dashboard shows that in Math, English learners declined 4.1 points, Hispanics maintained, and SED maintained, but all groups remain in the red. In ELA, our English learners increased by 3.7 points and are 65 points below standard; Hispanics increased by 3.1 points and are at 65 points below standard;

Hispanics increased by 3.1 points and are at 63.5 points below standard, and SED increased by 5 points and are 67.5 points below standard.

- A review of our teaching staff shows that 92% of our teachers are highly qualified and appropriately assigned.
- A review of our Physical Fitness scores shows the following results:

? Aerobic Capacity: 5th grade-51.9%, 7th grade-45.5%;

? Body Composition: 5th-37%, 7th grade-36%;

? Abdominal Strength: 5th grade-33%, 7th grade 36%;

? Trunk Extension: 5th grade-92%, 7th grade-100%;

? Upper Body Strength: 5th grade-85%, 7th grade-41%;

? Flexibility: 5th grade-44%, 7th grade 68%.

In addition, our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers. These unduplicated students need the barriers removed from their education and they need to be exposed to lower class sizes and technology (i.e. computers), and higher-quality teachers who have high-quality PD so they can have the same advantages when they get older, that their peers have.

In consideration of this lower than desired performance in ELA, Math, and Physical Fitness score and the reported circumstances of English Learners and Low-Income students we plan to:

- Provide BTSA for new staff and professional development principally directed toward unduplicated pupils. (Action 1.1)
- Implement RTI to provide TI, II, and III interventions (1.4)
- Provide an Intervention teacher to work with underperforming students in reading and math (Action 1.5)
- Provide a program coordinator to serve as a mentor for new teachers and track the progress of underperforming SED and EL students. (Action 1.6)
- Provide a mentor for new teachers (Action 1.7) Update technology for teachers and student use. (Action 1.8)
- Provide a math coach to provide PD and one-on-one mentoring to teachers. (1.10)
- Lower class size (Action 1.11)
- Maintain music teacher and implement AVID school-wide. (1.13)
- Provide a refresher Thinking Maps training (Action 1.14)
- Provide Professional Learning for Physical Fitness practice testing to ensure equal opportunity to demonstrate skills and abilities. (Action 1.15)

We believe these actions will support Unduplicated students in improving their performance on the Smarter Balanced Assessments in ELA, Math, and Physical Fitness as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 1.

A review of our school connectedness survey shows 79% of students agreed or strongly agreed they feel safe at school; 93% agreed or strongly agreed they have an adult who cares about them, and 78% agreed or strongly agreed that they were “happy” at school. To improve our unduplicated students’ feeling of connectedness, we plan to continue to:

- Continue to implement PBIS (Action 2.1)
- Hire an Americorp person to work with our unduplicated students who need additional support for behavior interventions and attendance support. (Action 2.2) Continue to survey all stakeholders to accurately gauge school connectedness and feeling of safety on campus.

We believe this action will support improving our Unduplicated pupils feeling of connectedness as described in our expected measurable outcomes for 2019-2020 LCAP Goal 2.



A review of parental engagement shows 93% of parents attended conferences and a review of attendance shows we had 96.8% attendance rate. To improve parental engagement of our Unduplicated Pupils’ families, we plan to:

- Utilize social media to notify parents of school events, hold family nights and provide child care to ensure access to child care is not a barrier to families attending school events. (Action 3.2)
- Provide ROAR tickets to “pay” for ROAR activities (Action 3.3)

We believe these actions will support the improvement of parental engagement of our Unduplicated Pupils as described in our expected measurable outcomes for 2019-2020 LCAP Goal 3.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$624,022	37.17%

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

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

The Semitropic School District is utilizing LCFF supplemental and concentration funds to improve and increase services that principally meet the needs of our low income, EL and Foster Youth Student Groups. Some examples of growing services in quality and increase the quantity of services to meet the needs of our unduplicated students are as follows:

- Offering elective courses
- Maintaining intervention teacher
- Maintaining a program coordinator
- Providing up to date technology and software programs that meet the academic needs of our students
- Professional development and materials for teachers and staff
- Maintaining AVID services for students
- Providing planning days for teachers and grade levels to analyze and respond to student data (formative and summative)
- Parent and stakeholder involvement activities to promote participation and engagement from all stakeholders
- MTSS support to analyze best practices

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$\$ 570,127	36.12%

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

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

The Semitropic School District is utilizing LCFF supplemental and concentration funds to improve and increase services that principally meet the needs of our low income, EL and Foster Youth Student Groups. Some examples of growing services in quality and increase the quantity of services to meet the needs of our unduplicated students are as follows:

- Offering elective courses
- Maintaining intervention teacher
- Maintaining a program coordinator
- Providing up to date technology and software programs that meet the academic needs of our students
- Professional development and materials for teachers and staff
- Maintaining AVID services for students
- Providing planning days for teachers and grade levels to analyze and respond to student data (formative and summative)
- Parent and stakeholder involvement activities to promote participation and engagement from all stakeholders

# 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	644,075.00	498,061.00	646,844.00	649,075.00	703,575.00	1,999,494.00
	3,528.00	400.00	3,528.00	3,528.00	0.00	7,056.00
Base	41,034.00	34,500.00	41,030.00	41,034.00	41,039.00	123,103.00
Lottery	7,375.00	5,375.00	7,375.00	7,375.00	4,375.00	19,125.00
Supplemental / Concentration	574,038.00	439,686.00	576,811.00	579,038.00	643,661.00	1,799,510.00
Title I	17,600.00	17,600.00	17,600.00	17,600.00	14,000.00	49,200.00
Title III	500.00	500.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	644,075.00	498,061.00	646,844.00	649,075.00	703,575.00	1,999,494.00
	7,799.00	0.00	7,799.00	7,799.00	0.00	15,598.00
1000-1999: Certificated Personnel Salaries	333,128.00	256,150.00	331,628.00	333,128.00	257,769.00	922,525.00
2000-2999: Classified Personnel Salaries	73,000.00	73,000.00	73,000.00	73,000.00	33,846.00	179,846.00
3000-3999: Employee Benefits	1,180.00	1,180.00	1,176.00	1,180.00	167,396.00	169,752.00
4000-4999: Books And Supplies	90,354.00	87,400.00	95,354.00	95,354.00	115,934.00	306,642.00
5000-5999: Services And Other Operating Expenditures	4,141.00	7,641.00	4,141.00	4,141.00	25,440.00	33,722.00
5800: Professional/Consulting Services And Operating Expenditures	124,473.00	62,690.00	123,746.00	124,473.00	93,190.00	341,409.00
6000-6999: Capital Outlay	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00

\* 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	644,075.00	498,061.00	646,844.00	649,075.00	703,575.00	1,999,494.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental / Concentration	7,799.00	0.00	7,799.00	7,799.00	0.00	15,598.00
1000-1999: Certificated Personnel Salaries		3,528.00	0.00	3,528.00	3,528.00	0.00	7,056.00
1000-1999: Certificated Personnel Salaries	Supplemental / Concentration	317,000.00	243,550.00	315,500.00	317,000.00	248,769.00	881,269.00
1000-1999: Certificated Personnel Salaries	Title I	12,600.00	12,600.00	12,600.00	12,600.00	9,000.00	34,200.00
2000-2999: Classified Personnel Salaries	Supplemental / Concentration	73,000.00	73,000.00	73,000.00	73,000.00	33,846.00	179,846.00
3000-3999: Employee Benefits	Base	1,180.00	0.00	1,176.00	1,180.00	1,185.00	3,541.00
3000-3999: Employee Benefits	Supplemental / Concentration	0.00	1,180.00	0.00	0.00	166,211.00	166,211.00
4000-4999: Books And Supplies		0.00	400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	19,854.00	14,500.00	19,854.00	19,854.00	19,854.00	59,562.00
4000-4999: Books And Supplies	Lottery	6,000.00	4,000.00	6,000.00	6,000.00	3,000.00	15,000.00
4000-4999: Books And Supplies	Supplemental / Concentration	59,500.00	63,500.00	64,500.00	64,500.00	88,080.00	217,080.00
4000-4999: Books And Supplies	Title I	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental / Concentration	3,641.00	7,141.00	3,641.00	3,641.00	24,940.00	32,222.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00	500.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	4,125.00

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
5800: Professional/Consulting Services And Operating Expenditures	Supplemental / Concentration	113,098.00	51,315.00	112,371.00	113,098.00	81,815.00	307,284.00
6000-6999: Capital Outlay	Base	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00

\* 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	591,480.00	459,920.00	589,249.00	591,480.00	638,981.00	1,819,710.00
Goal 2	39,116.00	24,616.00	44,116.00	44,116.00	49,115.00	137,347.00
Goal 3	13,479.00	13,525.00	13,479.00	13,479.00	15,479.00	42,437.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00

\* 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	609,172.00	471,686.00	611,941.00	614,172.00	690,700.00
	0.00	400.00	0.00	0.00	0.00
Base	21,534.00	20,000.00	21,530.00	21,534.00	36,539.00
Lottery	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Supplemental / Concentration	574,038.00	437,686.00	576,811.00	579,038.00	638,661.00
Title I	12,600.00	12,600.00	12,600.00	12,600.00	14,000.00
Title III	0.00	0.00	0.00	0.00	500.00



Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	256,038.00	171,061.00	164,109.00	256,038.00	269,015.00
	3,528.00	0.00	3,528.00	3,528.00	0.00
Base	40,680.00	34,500.00	39,500.00	40,680.00	25,685.00
Lottery	6,375.00	4,375.00	6,375.00	6,375.00	3,375.00
Supplemental / Concentration	199,955.00	126,686.00	109,206.00	199,955.00	239,955.00
Title I	5,000.00	5,000.00	5,000.00	5,000.00	0.00
Title III	500.00	500.00	500.00	500.00	0.00