



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

Vineland School District

Contact Name and Title

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2017-20 Plan Summary

The Story

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

District Vision

The Vineland School District will be recognized as a premiere small school district and a model of educational excellence.

District Mission

The trustees, faculty, staff, and administrators of the Vineland School District are committed to providing rewarding and memorable experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies so that they may become positive, contributing members of society.

Few things matter more to a community's well-being than the quality of its educational system. It is the foundation upon which communities, cultures, and nations are established and maintained. It is the foundation of our democracy as it serves as the great equalizer of men and women - opening the doors of opportunity for all. As such, a free and appropriate public education is the civil rights issue of our time. The classroom is where the battle for change and equality will continue to be fought and won. To this end, we believe that educating children is a moral imperative and that every student, regardless of their zip code, socio-economic status, race, or gender deserves the best educational opportunities, period! and without qualification. Furthermore, we believe, that as a small school district, we are better able to provide rewarding and memorable learning experiences for our students; that we are better able to develop and nurture one-on-one relationships; and that we are better able to build strong, lifelong bonds. And, we believe that those of us who have been called to this noble profession have an obligation to honor that sacred trust, which has been bestowed upon us by our Weedpatch community, by doing whatever it takes to provide a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in academic, intellectual, social, emotional, and physical knowledge, skills, and competencies.

Rather than focus on the end-goals we wish to accomplish, we focus on what we need to do each minute, each hour, and each day in order to accomplish those goals. This in-depth, multi-tiered focus on each child, each classroom, each grade level, and each school, as well as the most granular aspect and/or details of each goal, strategy, action, program, service, or task supports our efforts in establishing and maintaining a common purpose; promoting shared consciousness and fostering empowered execution among individuals and teams. Everything we do is in support of our students' intellectual, social, emotional, and physical growth. We establish clear goals and set high expectations for all trustees, administrators, faculty, staff, parents, and students. We select, assign, and continuously develop and support our teachers, administrators, and para-professionals so that they may serve as high-quality instructional leaders at all levels. We select, implement, and monitor highly effective instructional strategies designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction and increased learning for all students. We collect, analyze, and report critical metrics and performance indicators in order to make empirically supported, and student-centered decisions. We openly, honestly, and frankly collaborate within and across teams, which allow us to innovate in a way that others cannot. We accept nothing less than excellence from everybody and every team, and we have the reflective capacity to admit when we're wrong and the courage to change. We design, implement, and monitor programs and services to increase the quality and character of school life. We design, implement, and monitor meaningful family and community engagement activities designed to increase the capacity to navigate the educational system and advocate for educational opportunities and access to high quality teaching and learning. And we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

LCAP Highlights

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

The Local Control and Accountability Plan and the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum are so structured to support the District's Strategic Plan, which includes the following strategic priorities:

- ----Strategic Priority. Governance and Leadership. The selection, implementation, and monitoring of systematic efforts designed to provide strategic leadership; strategic direction; and oversight, monitoring, and accountability of organizational performance.
- ----Strategic Priority. Organizational Management. The selection, implementation, and monitoring of systematic efforts designed to ensure alignment with the strategic direction

and to provide the technical assistance and operational support necessary to achieving the strategic objectives.

- ----Strategic Priority. High Quality Instruction At-Scale. The selection, implementation, and monitoring of systematic efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students.
- ----Strategic Priority. Multi-Tiered System of Supports. The selection, implementation, and monitoring of systematic efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.
- ----Strategic Priority. Safe and Secure Schools. The selection, implementation, and monitoring of systematic efforts designed to ensure all schools are safe and secure communities.
- ----Strategic Priority. Engaging School Climate. The selection, implementation, and monitoring of systematic efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development.
- ----Strategic Priority. Family and Community Engagement. The selection, implementation, and monitoring of systematic efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

These strategic priorities have been developed to address the levels of reform needed to create high reliability schools. Traditional high reliability organizations take a variety of extraordinary steps in pursuit of error-free performance. They work hard to anticipate and specify significant mistakes that they don't want to make. Ongoing attention to these potentially significant failures is built into their practice. These organizations have instituted systems, procedures, and processes that allow them to minimize failures and quickly address or remedy them if they occur. In other words, the public can rely on these organizations not to make mistakes and to resolve them quickly when they do occur. According to Bellamy (2005), then, "what distinguishes a high reliability organization is not the absence of errors but the ability to contain their effects so they do not escalate into significant failures" (p.385). Schools seeking high reliability designation, then, must identify a hierarchy of influencing factors, which have been proven to support student learning and achievement (leading indicators) and then constantly monitor the effectiveness of those factors (lagging indicators), looking for changes in data that indicate the presence of problems, and immediately respond to contain the negative effects of any errors that occur; so that those errors do not result in failures (Springfield, Reynolds, and Shaffer, 2008, 2012).

From a high reliability school perspective, the factors identified as having the greatest affect on student learning are organized into levels of reform, consisting of those leading indicators and accountability measures to ensure that the work being done is actually working (Marzano, Warrick, and Simms, 2014).

- ----Level 1_Safe, Supportive, and Collaborative Culture
- ----Level 2_Effective Teaching in Every Classroom
- ----Level 3_Guaranteed and Viable Curriculum
- ----Level 4_Standards-Referenced Reporting of Student Progress
- ----Level 5_Competency-Based Education (Standards-Based)

The Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions and/or

services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan.

The alignment of the Local Control and Accountability Plan actions and/or services are intended to improve the quality of programs and/or services by focusing efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

In identifying necessary actions and/or services and building the budget for the Local Control and Accountability Plan, the District must also consider its fiduciary responsibility to ensure fiscal solvency and long-term fiscal health without sacrificing educational programs and/or services by guarding against unnecessary and/or "wasteful" spending resulting from a desire to expend funds rather than face penalties for not expending those funds; the duplication of programs and services between state, federal, and other local resources; the creation of extraneous programs and/or services unconnected to the strategic priorities; and the unintended consequences of long-term financial obligations resulting from the use of one-time or "windfall" funds. Additionally, the District in considering the declining enrollment and associated declining average daily attendance; high student mobility rate; existing programs and/or services; increased programs and/or services over the past several years; costs of salaries and benefits associated with "Instruction", "Instructional Related Services", and "Pupil Support" as a percent of the Local Control Funding Formula base grant; historical expenditures by function classification; availability of federal program funds and other state funds to provide like programs and/or services; structural and/or operational limitations, and the results of the comprehensive educational program evaluation, the District has determined that the Local Control Funding Formula supplemental and/or concentration grant funds will be required to support the improvement, enhancement, and/or extension of the overall quality of its educational programs and services.

As a small school district with nearly every student counted in the unduplicated student count, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the “ or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement” section of each goal.

Review of Performance

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

Greatest Progress

The success experienced during the 2018-2019 school year, are a result of a connecting all our practices across the district. Rather than focusing on the end-goals we wish to accomplish, we focus on what we need to do each minute, each hour, and each day in order to accomplish those goals. This in-depth, multi-tiered focus on each child, each classroom, each grade level, and each school, as well as the most granular aspect and/or details of each goal, strategy, action, program, service, or task supports our efforts in establishing and maintaining a common purpose; promoting shared consciousness and fostering empowered execution among individuals and teams. Everything we do is in support of our students' intellectual, social, emotional, and physical growth. We establish clear goals and set high expectations for all trustees, administrators, faculty, staff, parents, and students. We select, assign, and continuously develop and support our teachers and administrators so that they may serve as high-quality instructional leaders at all levels. We select, implement, and monitor highly effective instructional strategies designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction and increased learning for all students. We collect, analyze, and report critical metrics and performance indicators in order to make empirically supported, and student-centered decisions. We openly, honestly, and frankly collaborate within and across teams, which allow us to innovate in a way that others cannot. We accept nothing less than excellence from everybody and every team, and we have the reflective capacity to admit when we're wrong and the courage to change. We design, implement, and monitor programs and services to increase the quality and character of school life. We design, implement, and monitor meaningful family and community engagement activities designed to increase the capacity to navigate the educational system and advocate for educational opportunities and access to high quality teaching and learning. And we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

State Priority 1- Basic

Teacher Credential and Assignment. During the 2018-2019 school year, the percent of all assigned teachers who were fully credentialed decreased by 2% over the course of the school year to 68%, while 100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. During the 2019-2020 school year, and beyond, the District will continue to strive to recruit and select fully credentialed, and appropriately authorized holders. However, given the shortage of fully credentialed teachers, or at least intern eligible teachers, this becomes problematic. The District will continue to leverage all available funding sources to provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. Additionally, the District will continue to provide those

teachers lacking required credentials and/or authorization, reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed with the proper authorizations to teach the students for which they are assigned.

Instructional Materials. During the 2018-2019 school year, 100% of all schools received an overall rating of “Sufficient”, as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. To maintain this terminal measurable outcome, during the 2019-2020 school year, and beyond, the District will continue to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, the District will begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

Facilities Maintenance and Repair. During the 2018-2019 school year, 100% of all schools received an overall rating of “Good” or “Exemplary”, as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. During the 2019-2020 school year, and beyond, the District will continue to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. During the 2014-2015 school year, the District began the process of conducting monthly “perimeter walks” to identify short-term and long-term facilities needs (repair, maintenance, upgrades, and/or acquisitions). The District also began the process of developing a comprehensive facilities master plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) designed to enhance faculty, staff, and students educational experiences. To maintain this terminal measurable outcome, during the 2019-2020 school year, and beyond, the District will continue to use this tool to inspect its facilities.

State Priority 2 - Implementation of State Standards

During the 2018-2019 school year, the implementation status of Common Core State Standards - English Language Arts and Literacy and the Common Core State Standards - Mathematics increased from “Partial” to “Substantial”, while the implementation status of the “Next Generation” Science Standards increased from “Minimal” to “Partial”. During the 2018-2019 school year, the District adopted a new implementation rubric, focused on the indicators outlined in the High Reliability Schools protocol, which provided a more concise and reliable criteria for each implementation level. During the 2019-2020 school year, and beyond, the District will continue the process of achieving “Full” implementation of the Common Core State Standards - English Language Arts and Literacy and the Common Core State Standards - Mathematics by continuing their process of refining the Measurement topics, planning for student evidence, refining the standard-referenced reporting protocols, and providing continuing professional development.

State Priority 4 - Pupil Achievement

During the 2017-2018 school year, the percent of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment increased from 14% to 24.77%, while the percent of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment increased from 9.05% to 14.48%. For the 2019-2020 school year, and beyond, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice

to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provide a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

State Priority 5 - Engagement

During the 2017-2018 school year, the chronic absenteeism rate decreased from 12.1% to 9.2%. During the 2019-2020 school year, and beyond, the District will continue the process of providing a range of interventions and supports to increase positive student attendance, including monthly Positive Student Attendance Intervention and Support meetings; positive student attendance incentives; and additional counseling and support services, as needed.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the data published on the California School Dashboard (Fall 2018), only two state indicators received an "Orange" performance designation, while four areas received a "Not Met" rating. Though the District made a lot of growth, there was still many needs that we identified several areas that are still in need of significant improvement.

State Priority 1 - Basic

Teacher Credential and Assignment. At the end of the 2018-2019 school year, 68% of all assigned teachers were fully credentialed, while 100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. Even though the percent of teachers who were fully credentialed decreased by 2% over the course of the school year, there continues to be a need to staff each schools with fully-credentialed teachers. During the 2019-2020 school year, the District will continue to strive to recruit and select full credentialed, and appropriately authorized teachers. However, given the shortage of fully-credentialed teachers throughout the state, the District size, location, and pay scale, this becomes problematic. In order to recruit and retain fully credentialed and appropriately authorized teachers and administrators who will one day serve as high quality instructional leaders, the District must provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. For those teachers lacking required credentials and/or authorization, the District will provide reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Instructional Materials. During the 2018-2019 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section

60119. However, there is continued need to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, there is a need to begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

Facilities Maintenance and Repair. During the 2018-2019 school year, 100% of all schools received an overall rating of “Good” or “Exemplary”, as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. However, there is a continuing need to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. Failure to develop, fund, and implement a Deferred Maintenance Plan and a Facilities Master Plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) has the potential negatively impact students’ educational experience.

State Priority 2 - Implementation of State Standards

Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013). During the 2018-2019 school year, the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) received an overall implementation rating of “Substantial”.

Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). During the 2018-2019 school year, the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of “Substantial”

“Next Generation” Science Standards (Adopted 2013). During the 2018-2019 school year, the “Next Generation” Science Standards (Adopted 2013) received an overall implementation rating of “Partial”

History /Social Science Content Standards (Adopted 1998). During the 2018-2019 school year, the History /Social Science Content Standards (Adopted 1998) received an overall implementation rating of “Minimal.”

English Language Development (Adopted November 2012). During the 2018-2019 school year, the English Language Development (Adopted November 2012) received an overall implementation rating of “Minimal.”

Visual and Performing Art Content Standards (Adopted January 2001). During the 2018-2019 school year, the Visual and Performing Art Content Standards (Adopted January 2001) received an overall implementation rating of “Minimal.”

Career Technical Education Content Standards (Updated January 2013). During the 2018-2018 school year, the Career Technical Education Content Standards (Updated January 2013) received an overall implementation rating of “Minimal.”

Health Education Content Standards (Adopted March 2008). During the 2018-2019 school year, the Health Education Content Standards (Adopted March 2008) received an overall implementation rating of “Minimal.”

Model School Library Standards (Adopted September 2010). During the 2018-2019 school year, the Model School Library Standards (Adopted September 2010) received an overall implementation rating of “Minimal.”

World Language Content Standards (Adopted January 2009). The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses.

Even though progress was made in the implementation of each the state adopted academic content and performance standards, there continues to be a need to fully implement all state adopted academic content and performance standards with fidelity.

State Priority 3 - Parent Involvement

Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees.

During the 2018-2019 school year, the District provided all parents with opportunities to serve on several regulatory and non-regulatory committee such as, the District Parent Advisory Committee, District English Learner Advisory Committee, as well as multiple Local Control and Accountability Family and Community Input Forums; or at least attend the meetings of such committees.

Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities. During the 2018-2019 school year, the District provided all parents with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. Specially, the District hosted a Back-to-School Night and two parent -teacher conferences (fall and winter). During these capacity-building opportunities, the District also provided translation service and child care services. The District also provided parents with daily access to their child's academic progress though the SchoolWise Parent Portal.

Even though the District has provided families and the community with meaningfully opportunities to engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth, there is a continued need to collect both qualitative and quantitative data on the effectiveness opportunities to ensure all families and members of the community by providing various opportunities for families and community members to meaningfully engage with the District and each other by building the capacity of families to support of their student's intellectual, emotional, social, and physical growth; providing opportunities for families to demonstrate leadership on both regulatory and non-regulatory committees/councils; providing opportunities for families to be involved in monitoring the progress of the District's programs; and providing multiple strategies to facilitate two-way communication with parents on a regular basis and ensuring information is readily available and accessible in formats and languages spoken by parents in the District.

State Priority 4 - Pupil Achievement

English Language Arts Performance. During the 2017-2018 school year, 24.77% of all students scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This was an increase of 10.6% over the previous year. Students moved from RED to YELLOW on the CA Dashboard demonstrating significant improvement.

Mathematics Performance. During the 2017-2018 school year, 14.48% of all students scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. This was an increase of 5.6% over the previous year. The District students went from RED to ORANGE on the CA Dashboard. Small group instruction like RTI will be implemented and monitored. Afterschool intervention shall be planned and executed by spending the funds allocated. It should be monitored continuously by using the SBAC's ICAs and IBAs to help drive instruction.

English Language Proficiency. During the 2017-2018 school year, 10.6 % of English learners made annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). This was a increase of 8.55% over the previous year.

English Learner Reclassification Rate. During the 2018-2019 school year, 47 students were re-designated Fluent English Proficient.

Even though progress was made with regard to student performance on state assessments, there continues to be a need to significantly improve student performance to at least at a level commensurate with the county average. For the 2019-2020 school year, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provided multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

State Priority 5 - Pupil Engagement

Positive Student Attendance Rate. During the 2017-2018 school year, the positive student attendance rate was 95.7%. This was an increase of 0.4% over the previous year.

Chronic Absenteeism Rate. During the 2017-2018 school year, the chronic absenteeism rate was 9.2%. This was a decrease of 3% over the previous year.

Middle School Dropout Rate. During the 2018-2019 school year, the middle school dropout rate rained at 0%.

Even though the District improved in each of the three expected annual measurable outcomes, there is a continuing need to implement and monitor comprehensive student positive attendance interventions and supports, as well as other systematic efforts designed to reduce the rates of truancy and chronic absenteeism, as well as promote persistence.

State Priority 6 - School Climate

Student Expulsion Rate. During the 2017-2018 school year the expulsion rate remained unchanged at 0% (one student).

Student Suspension Rate. During the 2017-2018 school year the suspension rate was 4.3% an increase of 0.4% over the previous year.

Attitudinal Survey Results. During the 2018-2019 school year, the District did not administer any attitudinal surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Even though the District improved in each of the two expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive Program of Co-Curricular Activities; and a Comprehensive Program of Extra-Curricular Activities

State Priority 7 - Course Access

Core Course Enrollment. During the 2018-2019 school year 100% of all students were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.

Program and Services for Low Income Students, Foster Youth, and Homeless Youth. During the 2018-2019 school year, 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 24.77% of all low income students, foster youth, and homeless youth scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 14.48% scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for English Learners. During the 2017-2018 school year, 99.9% of all English learners matriculated to the next grade level; 11% of all English learners scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 11.39% of all English learners scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for Students with Disabilities. During the 2017-2018 school year, 100% of all students with disabilities matriculated to the next grade level; 5.66% of all students with disabilities scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 5.66% of all students with disabilities scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for Migrant Students. During the 2017-2018 school year, 100% of all Migrant students matriculated to the next grade level; 27.28% of all Migrant students scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 20% of all Migrant students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Even though the District improved in or met each of the five expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities

for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards.

State Priority 8 - Other Pupil Outcomes

Matriculation Rate. During the 2017-2018 school year, 99.9% of all students matriculated to the next grade level. This was an increase of 0.2% over the previous year.

California Physical Fitness Test. The District has data on the 2017-2018 Physical Fitness Test. Here are the results from the 2017-2018 Physical Fitness Test. Our 5th graders tested very well in the areas of Abdominal Strength (96.2% in the Healthy Fitness Zone), Trunk Extension Strength (100% in HFZ), and Flexibility (86.2% in HFZ). Our 7th graders also excelled in Abdominal Strength (92.5% in HFZ), Trunk Extension Strength (98.8% in HFZ), and Flexibility (88.8% in HFZ).

Even though the District improved on two expected annual measurable outcomes, there is a continuing need to provide a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive School Physical Activity Program; Comprehensive Program of Co-Curricular Activities; a Comprehensive Program of Extra-Curricular Activities, and appropriate programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards.

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

As a small school district with nearly every student counted in the unduplicated student count, and with a relatively racially/ethnically homogeneous student population, the recently released California School Dashboard does not identify any state indicators for which a performance gap exists between "all student" performance and any of the unduplicated student (low income, English learner, or foster youth) performance. However, in addressing the needs of all students, including unduplicated students, the Local Control and Accountability Plan has been so structured as to support the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are to be improved by focusing on efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

The District will implement / monitor practice test for the SBAC by taking and reviewing the practice test provided by the CDE's CAASPP's testing site to improve both the Mathematics and English Language Arts performance indicators on the CA Dashboard 2020.

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.

Neither schools, Vineland Elementary (k-4) or Sunset Middle School (5-8), have been identified for comprehensive support and improvement (CSI) They are identified as needing general assistance.

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.

Both schools received general assistance. There was not any need in developing a CSI plan this year.

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.

There was no need in monitoring or evaluating a CSI plan since the Vineland School District schools were under general assistance.

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

Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

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 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 1 - Basic

- ----Percent of Assigned Teachers Fully Credentialed
- ----Percent of Teachers Appropriately Assigned - Subject Area Competence
- ----Percent of Teachers Appropriately Assigned - English Learner Authorization
- ----Percentage of schools scoring "Sufficient" on the Instructional Material Sufficiency Survey
- ----Percentage of schools scoring at least "Good" on the Facilities Inspection Tool

State Priority 2 - Implementation of State Standards

- ----Implementation Status of State Academic Content and Performance Standards

State Priority 7 - Course Access

- ----Percentage of all students enrollment in all core subject areas (Language Arts, Mathematics, Science, History-Social Studies, and Physical Education)
- ----Percentage of students identified as low income students, foster youth, and homeless youth
- ----Percentage of students identified as English learners
- ----Percentage of students identified as a student with a disability
- ----Percentage of students identified as a Migrant youth

Actual

State Priority 1 - Basic

Teacher Credential and Assignment. At the end of the 2018-19 school year, 68 % of all assigned teachers were fully credentialed, while 100%percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9.

Instructional Materials. During the 2018-2019 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119.

Facilities Maintenance and Repair. During the 2018-2019 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair.

State Priority 2 - Implementation of State Standards

Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: "Substantial".

Common Core State Standards - Mathematics: "Substantial" "Next Generation" Science Standards: "Partial" History /Social Science Content Standards (Adopted 1998): "Minimal." English Language

Development:"Minimal." Visual and Performing Art Content Standards: "Minimal." Career Technical Education Content Standards: "Minimal." Health Education Content Standards: "Minimal." Model School Library Standards: "Minimal."World Language Content Standards: N/A

State Priority 7 - Course Access Core Course Enrollment. 100% of all students were enrolled in a broad course of study.Program and Services for Low Income Students, Foster Youth, and Homeless Youth. 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 24.77% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 14.48% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Students went from RED to ORANGE in Mathematics; while in English Language Arts the CA Dashboard indicators went from RED to YELLOW.

Programs and Services for English Learners. 99.9% of all English learners matriculated; 10.68% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 14.48% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Programs and Services for Students with Disabilities. 100% of

Expected

18-19

State Priority 1 - Basic

Teacher Credential and Assignment. For the 2018-2019 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey.

Instructional Materials. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%.

Facilities Maintenance and Repair. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool.

State Priority 2a - Implementation of State Standards.

- ----Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013). For the 2018-2019 school year, the implementation of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) will receive an overall implementation rating of "Full".
- ----Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). For the 2018-2019 school year, the implementation of the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall implementation rating of "Full".
- ----"Next Generation" Science Standards (Adopted 2013). For the 2018-2019 school year, the implementation of the "Next Generation" Science Standards (Adopted 2013) will receive an overall implementation rating of "Substantial".
- ----History /Social Science Content Standards (Adopted 1998). For the 2018-2019 school year, the implementation of the History /Social Science Content Standards (Adopted 1998) will receive an overall implementation rating of "Substantial".
- ----Health Education Content Standards (Adopted March 2008). For the 2018-2019 school year, the implementation of the Health

Actual

all students with disabilities matriculated; 5.66% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 5.66% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Programs and Services for Migrant Students. 100% of all Migrant students matriculated; 27.28% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 20% scored at least "Standard Met" SBAC summative Mathematics assessment.

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>State Priority 1 - Basic_Teacher Credential and Assignment</p> <p>Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.</p>	<p>Focus Area. Recruitment, Selection, Assignment, and Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.</p> <p>Recruitment and Retention. The District has settled negotiations with the Vineland Teachers Association. However, The District's Salary schedule is still not as comparable to other Districts of similar size, budget, and ADA. With negotiations completed salaries and benefits remain slightly positively changed. The District did participate in the Kern County Superintendent of Schools Teacher Recruitment Fair.</p> <p>Focus Area. Recruitment, Selection, Assignment, and Quality Teachers, Administrators, and Paraprofessionals. The</p>	Certificated Classroom Teachers x 32 (minus EPA Contribution) 1000-1999: Certificated Personnel Salaries Sup/Con 1,142,233	Certificated Classroom Teachers x 32 (minus EPA Contribution) 1000-1999: Certificated Personnel Salaries \$1,850,817
		Certificated Classroom Teachers x 32 (minus EPA Contribution) 3000-3999: Employee Benefits Sup/Con 892,593	Certificated Classroom Teachers' x32 (minus EPA Contribution) 3000-3999: Employee Benefits Sup/Con \$952,532
		Stipend-Masters Degree 1000-1999: Certificated Personnel Salaries Sup/Con 55,500	Stipend-Masters Degree 1000-1999: Certificated Personnel Salaries Sup/Con \$30,000
		Stipend-Masters Degree 3000-3999: Employee Benefits Sup/Con 10,422	Stipend-Masters Degree 3000-3999: Employee Benefits Sup/Con \$5,768
		Stipend-Bilingual Authorization 1000-1999: Certificated Personnel Salaries Sup/Con 45,300	Stipend-Bilingual 1000-1999: Certificated Personnel Salaries Sup/Con \$13,500
		Stipend-Bilingual Authorization 3000-3999: Employee Benefits Sup/Con 8,506	Stipend-Bilingual Authorization 3000-3999: Employee Benefits Sup/Con \$2,596
		Perfect Attendance Incentive 1000-1999: Certificated Personnel Salaries Sup/Con 37,000	Perfect Attendance Incentive 1000-1999: Certificated Personnel Salaries Sup/Con \$0

comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Selection and Assignment. The District selected and assigned teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs. (Note. NO cost associated with this action/service.)

The Perfect Attendance action was abandoned. Teachers have been increasing their knowledge base by returning to post graduate education and earning their master's degree or bilingual authorizations thus making them more effective in the classroom.

Perfect Attendance Incentive
3000-3999: Employee Benefits
Sup/Con 6,948

Perfect Attendance Incentive

3000-3999: Employee Benefits
Sup/Con \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 1 - Basic_Teacher Credential and Assignment	The district selected and assigned teachers and administrators as well as paraprofessionals based	No expenditures associated with this action/service 0000: Unrestricted Other 0	No expenditures associated with this action/service 0000: Unrestricted Other \$0

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

on student needs and program requirements with those teachers and administrators being assigned to those sites where the highest academic and/or behavioral needs were evident.

Action 3

**Planned
Actions/Services**

State Priority 1 - Basic_Teacher Credential and Assignment

Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

**Actual
Actions/Services**

The district selected and assigned teachers and administrators as well as paraprofessionals based on student needs and program requirements with those teachers and administrators being assigned to those sites where the highest academic and/or behavioral needs were evident.

**Budgeted
Expenditures**

No expenditures associated with this action/service 0000:
Unrestricted Other 0

**Estimated Actual
Expenditures**

No expenditures associated with this action/service 0000:
Unrestricted Other \$0

Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

State Priority 1 - Basic_Teacher Credential and Assignment	Preparation and Examination. The District provided reasonable reimbursement / release time for (7) seven eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned. Though teachers have taken the CSET and RICA exams, they did not submit for reimbursement; they need to pass exam in order to qualify for this reimbursable amount.	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) 2,625	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) \$3,120
Teacher Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.		Teacher Release Time - Substitute Teacher Coverage 3000-3999: Employee Benefits Title II (4035) 493	Teacher Release Time Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) \$584
		Reimbursement for CSET and/or RICA 5000-5999: Services And Other Operating Expenditures Title II (4035) 4.069	Reimbursement for CSET and/or RICA 5000-5999: Services And Other Operating Expenditures Title II (4035) \$864

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 1 - Basic_Instructional Sufficiency	Instructional Materials. The District ensured all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials. The District maintained a "sufficient" rating, as measured by the Williams Instructional Sufficiency Survey. Supplemental instructional material/programs was not needed as most of the	Adopted Core and Ancillary Instructional Materials 4000-4999: Books And Supplies Sup/Con 12,000	Adopted Core and Ancillary Instructional Material 4000-4999: Books And Supplies Sup/Con \$12,000
Standards-Based Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.		Supplemental Instructional Materials/Programs 4000-4999: Books And Supplies Other 10000	Supplemental Instructional Materials/Programs 4000-4999: Books And Supplies Other \$10,000
		Supplemental Instructional Materials/Programs 5000-5999: Services And Other Operating Expenditures Sup/Con 97903	Supplemental Instructional Materials Programs 5000-5999: Services And Other Operating Expenditures Sup/Con \$49,579

core program materials were in inventory

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 1 - Basic_Facilities Maintenance and Repair</p> <p>Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.</p>	<p>Routine Maintenance. The District ensured routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair, as measured by the Williams Facilities Inspection Tool. However given the age of several facilities, the District will need to continue to upgrade / repair additional facilities.</p>	<p>Plant Services 5000-5999: Services And Other Operating Expenditures Base 863038</p>	<p>Plant Services 5000-5999: Services And Other Operating Expenditures Base \$483,638</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 1 - Basic_Facilities Maintenance and Repair</p> <p>Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.</p> <p>(Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2017-2018 fiscal year)</p>	<p>The district was unable to complete any of the scheduled maintenance activities, such as repairs on both real property (i.e., infrastructure,) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies due to funding requirements, available personnel and/or other limitations. The identified projects have been rescheduled for the 2019-2020 school year.</p>	<p>Deferred Maintenance 7000-7999: Other Outgo Base 0</p>	<p>Deferred Maintenance 7000-7999: Other Outgo Base \$0</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 1 - Basic_Facilities Maintenance and Repair</p> <p>Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.</p> <p>(Note. Funding projections will be based on the number of identified projects completed in the 2017-2018 fiscal year)</p>	<p>Capital Outlay. Due to the high cost of such capital outlay projects, the District continues to reserve funds for such projects until such time as the funding is available. Several projects will have achieved the necessary funding for the 2019-2020 school year.</p>	<p>Capital Facilities Outlay 7000-7999: Other Outgo Other n/a</p>	<p>Capital Facilities Outlay 7000-7999: Other Outgo Other N/A</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 2 - Implementation of State Standards</p> <p>Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>	<p>Action/Services. Visual and Performing Arts. The district continues to provide visual and performing Arts program for all students in Grades 5-8, which is designed to provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.</p>	<p>District Music Teacher / Band Director 1000-1999: Certificated Personnel Salaries Sup/Con 71,784</p> <p>District Music Teacher / Band Director 3000-3999: Employee Benefits Sup/Con 29,816</p> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 2,500</p> <p>Annual Instrument Cleaning 5000-5999: Services And Other</p>	<p>District Music Teacher/Band Director 1000-1999: Certificated Personnel Salaries Sup/Con \$78,092</p> <p>District Music Teacher/Band Director 3000-3999: Employee Benefits Sup/Con \$31,336</p> <p>Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con \$3,254</p> <p>Annual Instrument Cleaning 5000-5999: Services And Other</p>

Operating Expenditures Sup/Con
5,000

Operating Expenditures Sup/Con
\$0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 2 - Implementation of State Standards	Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.	N/A 1000-1999: Certificated Personnel Salaries Base n/a	N/A 1000-1999: Certificated Personnel Salaries Base n/a
Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.		N/A 3000-3999: Employee Benefits Base 0	N/A 3000-3999: Employee Benefits Base \$0
(No additional costs projected for this action/service)			

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 2 - Implementation of State Standards	Core Academic Instructional Time. The District continues the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.	N/A 0000: Unrestricted Other 0	N/A 0000: Unrestricted Other \$0
Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.			

(Note. No cost associated with this action/service)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 2 - Implementation of State Standards	Instructional Technology and Digital Resources. The District continues to provide adequate and equitable access to instructional technology and digital resources for all students. The district did not hire a full time Supervisor of Technology. Funds were not fully spent. Chromebooks had been purchased the previous year and therefore supplies/ replacement of the chrome books was not necessary.	Supervisor of Technology 2000-2999: Classified Personnel Salaries Base 53655	Supervisor of Technology 2000-2999: Classified Personnel Salaries Base \$3,667
Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.		Supervisor of Technology 3000-3999: Employee Benefits Base 26994	Supervisor of Technology 3000-3999: Employee Benefits Base \$335
		Upgrade/Replace Materials and Supplies 4000-4999: Books And Supplies Base 103609	Upgrade/Replace Materials and Supplies 4000-4999: Books And Supplies Base \$7,287

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 2 - Implementation of State Standards	Instructional Strategies. The District continues to research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a	N/A 0000: Unrestricted Other 0	N/A 0000: Unrestricted Other \$0
System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a	single classroom to the school and from a single school to the district.		

single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

(Note. No cost associated with this action/service).

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Priority 2 - Implementation of State Standards	Professional Development. The District continues to provide all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.	Title I Required Professional Development Reservation	Title I Required Professional Development Reservation 5000-5999: Services And Other Operating Expenditures Title I (3010) \$53,471
Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.	We did not hire an academic coach for this year. We did not receive direct professional development from the center as it had occurred the previous year.	(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results. 5000-5999: Services And Other Operating Expenditures Title I (3010) 46,635	
		Title II Professional Development	Title II Professional Development 5000-5999: Services And Other Operating Expenditures Title II (4035) \$53,471
		(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.) 5000-5999: Services And Other Operating Expenditures Title II (4035) 41,000	
		Professional Development <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards 	Professional Development - Induction, Mentoring and Support. -Academic Content and Performance Standards -Adopted Core and Ancillary Instructional Materials -Instructional Strategies 5000-5999: Services And Other

		<ul style="list-style-type: none"> Adopted Core and Ancillary Instructional Materials Instructional Strategies <p>(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)</p> <p>5000-5999: Services And Other Operating Expenditures Title II (4045) 0</p>	Operating Expenditures Title II (4035) \$0
		Instructional Coach 5000-5999: Services And Other Operating Expenditures Sup/Con 64000	Instructional Coach 5000-5999: Services And Other Operating Expenditures Sup/Con \$0
		Marzano - Essentials for Achieving Rigor 1000-1999: Certificated Personnel Salaries Sup/Con 291,320	Marzano - Essentials for Achieving Rigor 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Marzano - Essentials for Achieving Rigor 3000-3999: Employee Benefits Sup/Con 55,771	Marzano - Essentials for Achieving Rigor 3000-3999: Employee Benefits Sup/Con \$0
		Marzano - Essentials for Achieving Rigor 4000-4999: Books And Supplies Sup/Con 2500	No materials were necessary 4000-4999: Books And Supplies Sup/Con \$0
		Marzano - Essentials for Achieving Rigor 5000-5999: Services And Other Operating Expenditures Sup/Con 100000	Marzano - Essentials for Achieving Rigor 5000-5999: Services And Other Operating Expenditures Sup/Con \$14,640

Action 15

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development)

Observation of Instructional Practices. The District continues to regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development)

All costs associated with this action/service are embedded in Professional Development) 0000: Unrestricted Other 0

All costs associated with this action/service are embedded in Professional Development 0000: Unrestricted Other \$0

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.	Action/ Service Not Implemented	Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 1000-1999: Certificated Personnel Salaries Sup/Con 5400	Action/Service Not Implemented 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 3000-3999: Employee Benefits Sup/Con 1014	Action/Service Not Implemented 3000-3999: Employee Benefits Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 	Action/Service Not Implemented 1000-1999: Certificated Personnel Salaries Sup/Con \$0

		1000-1999: Certificated Personnel Salaries Sup/Con 10000	
		Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 3000-3999: Employee Benefits Sup/Con 16931	Action Service Not Implemented 3000-3999: Employee Benefits Sup/Con \$0

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 7 - Course Access</p> <p>Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools. Such programs and services include:</p> <ul style="list-style-type: none"> * Audiological services * Occupational therapy * 504 Accommodations * Speech and Language Services 	<p>Programs and Services for Students with Disabilities. The District coordinated LCFF Base/Supplemental/ Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards</p> <p>The Student Assistant Team action was not implemented.</p>	<p>Contribution from Unrestricted Sources 7000-7999: Other Outgo Base 452,144</p> <p>Special Education Teachers x2 (RSP/SDC) 1000-1999: Certificated Personnel Salaries Special Education (6500) 189,186</p> <p>School Psychologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) 113,094</p> <p>Speech and Language Pathologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) 113,094</p> <p>Special Education Transportation Aide 1000-1999: Certificated Personnel Salaries Special Education (6500) 9,362</p>	<p>Contribution from Unrestricted Sources 7000-7999: Other Outgo Base \$430,841</p> <p>Special Education Teachers x2 (RSP/SDC) 1000-1999: Certificated Personnel Salaries Special Education (6500) \$203,917</p> <p>School Psychologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) \$14,000</p> <p>Speech and Language Pathologist 5000-5999: Services And Other Operating Expenditures Special Education (6500) \$82,223</p> <p>Special Education Transportation Aide 1000-1999: Certificated Personnel Salaries Special Education (6500) \$14,886</p>

* Educationally related mental health services
 * Specialized Academic Instruction (Mild to Moderate)
 * Specialized Academic Instruction (Moderate to Severe)

Paraprofessional Support
 (Cost coordinated with Supplemental/Concentration Grant)
 2000-2999: Classified Personnel Salaries Special Education (6500) 35,721

Paraprofessional Support 2000-2999: Classified Personnel Salaries Special Education (6500) \$31,145

Paraprofessional Support
 (Cost coordinated with Supplemental/Concentration Grant)
 3000-3999: Employee Benefits Special Education (6500) 7,358

Paraprofessional Support 3000-3999: Employee Benefits Special Education (6500) \$6,447

Student Assistance Team 1000-1999: Certificated Personnel Salaries Sup/Con 10,000

Action Service Not Implemented 1000-1999: Certificated Personnel Salaries Sup/Con \$0

Student Assistance Team 3000-3999: Employee Benefits Sup/Con 1,878

Action Service Not Implemented 3000-3999: Employee Benefits Sup/Con \$0

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 7 - Course Access</p> <p>Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:</p>	<p>Programs and Service for English Learners. The District coordinated LCFF Base / Supplemental / Concentration grant funds with Title III (immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted, integrated and /or designated English-Language Development (ELD) instructional support appropriate to their English language proficiency level to</p>	<p>Supplemental Instruction Programs and Services</p> <ul style="list-style-type: none"> Pearson iLit ELL <p>5000-5999: Services And Other Operating Expenditures Title III (4201) 808</p> <p>Supplemental Instruction Programs and Services</p>	<p>Supplemental Instruction Programs and Services</p> <ul style="list-style-type: none"> Pearson iLit ELL <p>5000-5999: Services And Other Operating Expenditures Title III (4201) \$808</p> <p>Supplemental Instruction Programs and Services -Pearson iLit ELL 5000-5999: Services And</p>

<p>* Designated English Language Development (English Language Proficiency Levels 1-3). Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.</p> <p>* Integrated English Language Development (English Language Proficiency (Levels 4-5). Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities</p>	<p>effectively enable them to access and master the core academic content and performance standards.</p>	<ul style="list-style-type: none"> Pearson iLit ELL <p>5000-5999: Services And Other Operating Expenditures Title III (4203) 49,907</p> <p>Language Review Team 1000-1999: Certificated Personnel Salaries Sup/Con 10,000</p> <p>Language Review Team 3000-3999: Employee Benefits Sup/Con 1,878</p> <p>EL Achieve_Grades K-2_Replacement/Replenishment 4000-4999: Books And Supplies Sup/Con 2,500</p> <p>Elevation 5000-5999: Services And Other Operating Expenditures Title I (3010) 13,000</p>	<p>Other Operating Expenditures Title III (4203) \$47,000</p> <p>Language Review Team 1000-1999: Certificated Personnel Salaries Sup/Con \$0</p> <p>Action/ service not implemented 3000-3999: Employee Benefits Sup/Con \$0</p> <p>Action/service not implemented 4000-4999: Books And Supplies Sup/Con \$0</p> <p>Elevation 5000-5999: Services And Other Operating Expenditures Title I (3010) \$13,000</p>
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to use academic English as they learn content through English.

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 7 - Course Access</p> <p>Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:</p> <ul style="list-style-type: none">* Health services* Special guidance* Preschool services* Vocational instruction* Extended learning time* Career education services* Counseling and testing services <p>(Note. No direct cost to the District. Region 5 receives all funds directly)</p>	<p>Programs and Services for Migrant Youth. The District provided academic, instruction, remedial, and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services, special guidance; counseling and testing services; health services; and preschool services to all eligible.</p> <p>(Note. No direct cost to the District. Region 5 receives all funds directly)</p>	N/A 0000: Unrestricted Other 0	N/A 0000: Unrestricted Other \$0

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>State Priority 7 - Course Access</p> <p>Programs and services for low income students, foster youth, and</p>	<p>Programs and services for low income students, foster youth, and homeless youth were designed to ensure fair, equal, and significant</p>	At-Risk Counselor x 2 1000-1999: Certificated Personnel Salaries Title I (3010) 113,463	At-Risk Counselors x2 1000-1999: Certificated Personnel Salaries Title I (3010) \$105,723

homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:	opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services included:	At-Risk Counselor x 2 3000-3999: Employee Benefits Title I (3010) 53,797	At-Risk Counselors x 2 3000-3999: Employee Benefits Title I (3010) \$19,167
* Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides	* Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 21,321	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) \$22,015
		Community Liaison 3000-3999: Employee Benefits Title I (3010) 20,762	Community Liaison 3000-3999: Employee Benefits Title I (3010) \$4,557
		Renaissance Learning Suite ESGI Standards Tracker SIPPS 4000-4999: Books And Supplies Title I (3010) 104,000	Renaissance Learning Suite ESGI Standards Tracker SIPPS 4000-4999: Books And Supplies Title I (3010) \$47,430
		Extended School Year_Summer Academy (Note. Costs coordinated with Supplemental/Concentration Grant) 1000-1999: Certificated Personnel Salaries Title I (3010) 34,919	Extended School Year_Summer Academy 1000-1999: Certificated Personnel Salaries Title I (3010) \$109,000
		Homeless Services 4000-4999: Books And Supplies Title I (3010) 1,500	Homeless Services 4000-4999: Books And Supplies Title I (3010) \$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.

During the 2018-19 school year, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the district did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, it did make progress in fundamentally shifting the focus of classroom instruction from a

"teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction. Many of the actions/services were not implemented due to the change in administration.

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

During the 2017-18 school year, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the district did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, it did make progress in fundamentally shifting the focus of classroom instruction from a "teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction. The actions that were implemented helped move the District students from RED to ORANGE on the CA Dashboard and helped move the student from RED to YELLOW in English Language Arts performance indicators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Stipend _ Masters Degree. The material difference was as a result of the District budgeting for the possibility of all certificated faculty and staff possessing a Master Degree versus those who actually possessed a Masters Degree by the end of the school year.

Stipends_Bilingual Authorization. The material difference was a result of the District budgeting for the possibility of all certificated faculty and staff possessing a Bilingual Authorization versus those who actually possessed a Bilingual Authorization by the end of the school year.

Perfect Attendance incentive. The material difference was a result of the District budgeting for the Perfect Attendance Incentive, but not being able to negotiate the specifics of the incentive. As a result, the incentive was not implemented.

Adopted Core and Ancillary Instructional Material. The amount budgeted was based on the annual cost for replacement. Hardly any replacements were necessary.

Instructional Technology and Digital Resources. The District was not able to hire a Supervisor of Technology full-time. There were very few chrome books that needed replacement.

Marzano- Essential for Achieving Rigor. The material difference was a result of the District budgeting for the possibility of all certificated faculty completing the training versus those who actually completed the training by the end of the school year. We also saved on the costs by opting for the on-line versus in person training.

CSET/RICA. Not many exams were passed as a condition of reimbursing them for test taken.

Supplemental Instructional Materials. Less money was spent on this action.

Annual Instrumental Cleaning was instead paid out of Program Material and Supplies.

Supervisor of Technology. The District did not hire a Supervisor of Technology.

Upgrade/ Replace Materials and Supplies. We were not in need of more chrome books as we are using broken ones to refurbish them.

Instructional Coach. The District did not hire one.

Marzano Essentials for Achieving Rigor. Had already done the training for most of the teachers the previous year.

Marzano Essentials for Achieving Rigor - Books and Supplies. Most materials and books had already been bought the previous year.

Marzano Essentials for Achieving Rigor - the cost of signing a new contract for this year was not as much as anticipated.

Benchmark Assessment Scoring and Analysis - this action was not executed.

Language Review Team Membership - this action was not executed.

School Psychologist - a school psychologist was unable to be hired, but the District found a consultant instead.

Student Assistant Team - this action was not implemented.

Language Review Team - this action was not implemented.

El Achieve Replacement / Replenishment. No materials were needed for this action. The District had enough material for teachers.

Summer Academy - The District hired more teachers than originally anticipated.

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

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, parents insisted that we needed to redirect funding from several actions. The following action items were not implemented; therefore funding for them became zero in the 2019-2020 LPAC.

Language Review Team - \$0

Language Review Team Membership - \$0
Marzano Essentials for Achieving Rigor - \$0

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

Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 4 - Pupil Achievement

- ----Percentage of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment
- ----Percentage of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment
- ----Percentage of English learners making annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC)
- ----Percent of English learners reclassified as Fluent English Proficient

Note: Academic Performance Index (not applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable)

State Priority 8 - Other Pupil Outcomes

- ----Percentage of all students matriculating to the next grade level
- ----Percentage of all students scoring in the “Healthy Fitness Zone” in each of the five Physical Fitness Areas

Note: CAHSEE / English-Language Arts and Mathematics Pass Rate (not applicable).

Actual

State Priority 4 - Pupil Achievement.

- ----English Language Arts and Literacy Performance. For the 2017-2018 school year, the percent of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment increased by at least the same percent of students scoring at least “Standard Met”, plus one-half, as the previous year.
- ----Mathematics Performance. For the 2017-2018 school year, the percent of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment did not increase by at least the same percent of students scoring at least “Standard Met”, plus one-half, as the previous year.
- ----Science Performance. For the 2017-2018 school year, the percent of all students scoring at least “Standard Met” on the summative Science assessment did not increase by at least the same percent of students of students scoring at least “Standard Met”, plus one-half, as the previous year.
- ----English Language Proficiency. For the 2017-2018 school year, the percent of all English learners making annual progress toward English proficiency did not increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC).
- ----English Learner Classification Rate. For the 2017-2018 school year, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced were reclassified as fluent English proficient.

State Priority 8 - Other Pupil Outcomes.

- ----Matriculation Rate. For the 2018-2019 school year, 100% of all students matriculate to the next grade level.
- ----California Physical Fitness Test. For the 2017-2018 school year, 100% of all students shall score in the “Healthy Fitness Zone” in each of the five Physical Fitness Area.

Expected

Actual

18-19

State Priority 4 - Pupil Achievement.

- ----English Language Arts and Literacy Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year.
- ----Mathematics Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year.
- ----Science Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
- ----English Language Proficiency. For the 2018-2019 school year, the percent of all English learners making annual progress toward English proficiency will increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC).
- ----English Learner Classification Rate. For the 2018-2019 school year, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient.

State Priority 8 - Other Pupil Outcomes.

- ----Matriculation Rate. For the 2018-2019 school year, 100% of all students will matriculate to the next grade level.
- ----California Physical Fitness Test. For the 2018-2019 school year, 100% of all students shall score in the "Healthy Fitness Zone" in each of the five Physical Fitness Area.

Expected

Baseline

State Priority 4 - Pupil Achievement. During the 2016-2017 school year, 14% (62 of 445) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment, while 9% (40 of 442) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment.

During the 2016-2017 school year, 45.7% (155 of 339) English learners made annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). Additionally, 12% (71 of 582) of all English learners attained English language proficiency, as measured by the California English Language Development Test (CELDT). Finally, 17% (81 of 475) of all English learners were reclassified as fluent English proficient.

State Priority 8 - Other Pupil Outcomes. During the 2016-2017 school year, 100% (692 of 692) of all students, including "unduplicated students" and "students with exceptional needs", matriculated to the next grade level. However, there is a continuing need to ensure all students matriculate having met the required attendance rates and all content area knowledge, skills, and competencies in all required subjects.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's	Academic Skills Building. The District researched, adopted, implemented and monitored the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's	Program Materials and Supplies <ul style="list-style-type: none"> • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates 	Program Materials and Supplies <ul style="list-style-type: none"> • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates

core educational programs and to meet grade level expectations.

core educational programs and to meet grade level expectations.

- DOK Wheels

4000-4999: Books And Supplies
Title I (3010) 42,500

- DOK Wheels

4000-4999: Books And Supplies
Title I (3010) \$14,664

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
These actions and services have been moved to Goal 1	These actions and services have been moved to Goal 1	At-Risk Counselor (2) 1000-1999: Certificated Personnel Salaries Title I (3010) 0	At-Risk Counselors (2) 1000-1999: Certificated Personnel Salaries Title I (3010) \$0
		At-Risk Counselor (2) 3000-3999: Employee Benefits Title I (3010) 0	At-Risk Counselor (2) 3000-3999: Employee Benefits Title I (3010) \$0
		Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 0	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) \$0
		Community Liaison 3000-3999: Employee Benefits Title I (3010) 0	Community Liaison 3000-3999: Employee Benefits Title I (3010) \$0
		Phone Line 5000-5999: Services And Other Operating Expenditures Title I (3010) 0	Phone Line 5000-5999: Services And Other Operating Expenditures Title I (3010) \$0
		Supplemental Pay <ul style="list-style-type: none"> • Student Assistance Team Members 1000-1999: Certificated Personnel Salaries Sup/Con 0	Supplemental Pay <ul style="list-style-type: none"> • Student Assistance Team Members 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> • Student Assistance Team Members 	Supplemental Pay <ul style="list-style-type: none"> • Student Assistance Team Members

		3000-3999: Employee Benefits Sup/Con 0	3000-3999: Employee Benefits Sup/Con \$0
		Program Materials and Supplies <ul style="list-style-type: none"> At-Risk Counseling and Support 4000-4999: Books And Supplies Sup/Con 0	Program Materials and Supplies <ul style="list-style-type: none"> At-Risk Counseling and Support 4000-4999: Books And Supplies Sup/Con \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.	Extended Learning Time. The District provided strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 1000-1999: Certificated Personnel Salaries Sup/Con 79,200	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 1000-1999: Certificated Personnel Salaries Sup/Con \$92,400
		Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con 15,352	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con \$17,766
		Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)

		2000-2999: Classified Personnel Salaries Sup/Con 37,658	2000-2999: Classified Personnel Salaries Sup/Con \$16,739
		Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con 7,098	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 3000-3999: Employee Benefits Sup/Con \$3,621
		Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 4000-4999: Books And Supplies Sup/Con 10000	Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds) 4000-4999: Books And Supplies Sup/Con \$26,000
		Extended School Year Academic Intervention_Transportation - Mileage 5000-5999: Services And Other Operating Expenditures Sup/Con 3680	Extended School Year Academic Intervention_Transportation - Mileage 5000-5999: Services And Other Operating Expenditures Sup/Con \$5,382

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Class-Size Reduction. The District strategically reduced class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> Grade K Grade 1 Grade 2 Grade 3 Grade 4 1000-1999: Certificated Personnel Salaries Sup/Con 407060	Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> Grade K Grade 1 Grade 2 Grade 3 Grade 4 1000-1999: Certificated Personnel Salaries Sup/Con \$214,559

Additional Classroom Teachers -
Class Size Reduction

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4

3000-3999: Employee Benefits
Sup/Con 158703

Additional Classroom Teachers -
Class Size Reduction

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4

3000-3999: Employee Benefits
Sup/Con \$38,900

Action 5

Planned Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

Actual Actions/Services

Paraprofessional Support. The District strategically utilized paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

Budgeted Expenditures

Comprehensive Instructional Aides

(Costs associated with this action/service have been coordinated with Special Education Funds)
2000-2999: Classified Personnel Salaries Sup/Con 289,012

Comprehensive Instructional Aides

(Costs associated with this action/service have been coordinated with Special Education Funds)
3000-3999: Employee Benefits Sup/Con 59,531

Estimated Actual Expenditures

Comprehensive Instructional Aides

(Costs associated with this action/service have been coordinated with Special Education Funds)
2000-2999: Classified Personnel Salaries Sup/Con \$31,172

Comprehensive Instructional Aides

(Costs associated with this action/service have been coordinated with Special Education Funds)
3000-3999: Employee Benefits Sup/Con \$6,452

Action 6

Planned Actions/Services

This action has been abandoned.

Actual Actions/Services

This action has been abandoned.

Budgeted Expenditures

Supplemental Pay

Estimated Actual Expenditures

Supplemental Pay

		<ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 1000-1999: Certificated Personnel Salaries Sup/Con 0	<ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 3000-3999: Employee Benefits Sup/Con 0	Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 3000-3999: Employee Benefits Sup/Con \$0
		Program Software 5000-5999: Services And Other Operating Expenditures Sup/Con 0	Program Software 5000-5999: Services And Other Operating Expenditures Sup/Con \$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.

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes. The District was able to have classes reduced in many grade levels of at maximum 20 to 1. Five grade levels were able to have 20 to 1 students in their classrooms so that smaller group intervention could take place. Students used organizational binders that helped them get organized with their subject areas, used note-taking templates, used DOK wheels and Kleen slates to solve problems and demonstrate understanding of the standards being introduced. The District was able to hire two at-risk counselors that were useful in dealing with students who had troublesome backgrounds, were having problems and needed guidance. We also had a community liaison that helped students and parents connect with services that the otherwise might have foregone. Students completed a summer school intervention program. Eight aides were hired in order to support the lower grades K-2, special education, and one aide per grades 3 and 4.

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

Students were able to experience smaller class sizes due to the fact that more teachers were hired so that they could learn in a small group setting. Students learned to become organized as they used their organizational binder. Students learned to take better notes using the templates and were able to organize their notes and write down academic questions being posed. They used Kleen slates to make their teachers aware that students were able to attend a 21-day Summer Academy in order to deal with the achievement gap. Thirteen aides provided direct categorical assistance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only eight instructional aides were needed for summer school therefore, not all the funds were spent.

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.

No changes were made to the actions taken in this goal. We want to continue to make small class sizes available so as to allow smaller student-teacher ratio and greater learning outcomes. The graphic organizer templates, the binders, are being used to organize class notes, calendared activities, a homework folder, etc. The District wants to continue to provide paraprofessional aides to assist the classroom teachers.

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

Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 3 - Parent Involvement (Qualitative)

- ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees-----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities

State Priority 5 - Pupil Engagement

- ----Positive student attendance rate
- ----Chronic absenteeism rate
- ----Middle school dropout rates

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate

- ----Student Expulsion Rate
- ----Student Suspension Rate
- ----Attitudinal Survey Data

Actual

State Priority 3 - Parent Involvement (Qualitative)

- ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees-----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities

State Priority 5 - Pupil Engagement

- ----Positive student attendance rate
- ----Chronic absenteeism rate
- ----Middle school dropout rates

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate

- ----Student Expulsion Rate
- ----Student Suspension Rate
- ----Attitudinal Survey Data 18-19

State Priority 3 - Parent Involvement.

- ----Capacity Building Opportunities. For the 2018-2019 school year, all parents were provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome were measured by the number and quality of capacity building activities conducted by the District.
- ----Regulatory and Non-Regulatory Committee Participation.

For the 2018-2019 school year, all parents were provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome were measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

State Priority 5 - Pupil Engagement.

- ----Positive Student Attendance Rate. For the 2018-2019 school year, the positive student attendance rate was xx.x%.

Expected

18-19

State Priority 3 - Parent Involvement.

- ----Capacity Building Opportunities. For the 2018-2019 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District.
- ----Regulatory and Non-Regulatory Committee Participation. For the 2018-2019 school year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

State Priority 5 - Pupil Engagement.

- ----Positive Student Attendance Rate. For the 2018-2019 school year, the positive student attendance rate shall be at least 97.5%.
- ----Chronic Absenteeism Rate. For the 2018-2019 school year, the chronic absenteeism rate shall not exceed 3%.
- ----Middle School Dropout Rate. For the 2018-2019 school year, the middle school dropout rate shall be 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2018-2019 school year, the expulsion rate will be less than 0.0%.

- ----Student Suspension Rate. For the 2018-2019 school year, the suspension rate shall not exceed 3%.
- ----Attitudinal Survey Data. For the 2018-2019 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory sense of school connectedness and safety.?

Actual

- ----Chronic Absenteeism Rate. For the 2017-2018 school year, the chronic absenteeism rate was 9.2%, a decline of 3%
- ----Middle School Dropout Rate. For the 2018-2019 school year, the middle school dropout rate was 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2017-2018 school year, the expulsion rate was 0.0%.

- ----Student Suspension Rate. For the 2018-2019 school year, the suspension rate was 4.3%. It increased by .4%
- ----Attitudinal Survey Data. For the 2017-2018 school year, the results of the High Reliability Schools Survey was not available due to the change in administration.

Baseline

State Priority 3 - Parent Involvement. During the 2017-2018 school year, 73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting.

State Priority 5 - Pupil Engagement. During the 2017-2018 school year, the positive student attendance rate was 95.35%, During the 2018-19 school year the positive student attendance rate was XX.X%. Additionally, the middle school dropout rate was 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. During the 2017-2018 school year, the expulsion rate was 0% , while the suspension rate was 4.3%.

Additionally, the District changed administration and the teacher survey results were unavailable. The District did not administer the survey to parents and students.

Expected

Baseline

State Priority 3 - Parent Involvement. During the 2016-2017 school year, 73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting.

State Priority 5 - Pupil Engagement. During the 2016-2017 school year, the positive student attendance rate was 95.35%, with a chronically absent rate of 4.25%. Additionally, the middle school dropout rate was 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. During the 2016-2017 school year, the expulsion rate was 0% (one student), while the suspension rate was 4%. Additionally, the percent of certificated faculty and staff reporting a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey was 72%. However, the District did not administer the survey to parents and students.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.	This District did not implement family learning nights. The District had parent conferences at least three times throughout the year in order to make families more aware of their child's progress towards the state standards. The District also used a robocall system linked to Schoolwise in order to communicate with parents after hours about upcoming events.	Family Learning Nights 1000-1999: Certificated Personnel Salaries Sup/Con 5,040	Family Learning Nights 1000-1999: Certificated Personnel Salaries Sup/Con \$760
		Family Learning Nights 3000-3999: Employee Benefits Sup/Con 1,160	Family Learning Nights 3000-3999: Employee Benefits Sup/Con \$132
		Translation / Child Care Services <ul style="list-style-type: none"> Family Learning Nights 	Translation / Child Care Services <ul style="list-style-type: none"> Family Learning Nights

		<ul style="list-style-type: none"> • Parent-Teacher Conference <p>2000-2999: Classified Personnel Salaries Sup/Con 151960</p>	<ul style="list-style-type: none"> • Parent-Teacher Conference <p>2000-2999: Classified Personnel Salaries Sup/Con \$2,214</p>
		<p>Translation / Child Care Services</p> <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference <p>3000-3999: Employee Benefits Sup/Con 31984</p>	<p>Translation / Child Care Services</p> <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference <p>3000-3999: Employee Benefits Sup/Con \$581</p>
		<p>Program Materials</p> <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference <p>4000-4999: Books And Supplies Sup/Con 2500</p>	<p>Program Materials</p> <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference <p>4000-4999: Books And Supplies Sup/Con \$2,266</p>
		<p>SchoolWise Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con 2,046</p>	<p>SchoolWise Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con \$3,751</p>
		<p>SchoolWise Gradebook/Parent Portal 5000-5999: Services And Other Operating Expenditures Sup/Con 1,364</p>	<p>SchoolWise Gradebook/Parent Portal 5000-5999: Services And Other Operating Expenditures Sup/Con \$3,751</p>
		<p>First Day Packets 4000-4999: Books And Supplies Sup/Con 2,800</p>	<p>First Day Packets 4000-4999: Books And Supplies Sup/Con \$3,410</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Regulatory and Non-Regulatory Committee Participation. The	The District provided opportunities for family and community members	Supplemental Pay (Translation / Child Care Services)	Child Care Services)

District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee
- Meeting to the Board of Trustees

2000-2999: Classified Personnel Salaries Sup/Con 3280

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee
- Meeting to the Board of Trusteeshe

2000-2999: Classified Personnel Salaries Sup/Con \$7,159

Supplemental Pay (Translation / Child Care Services)

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee
- Meeting to the Board of Trustees

3000-3999: Employee Benefits Sup/Con 690

Supplemental Pay (Translation / Child Care Services)

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee
- Meeting to the Board of Trustees

3000-3999: Employee Benefits Sup/Con \$1,709

Program Materials

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee

Program Materials

- District Advisory Committee
- Parent Advisory Committee
- District English Learner Advisory Committee
- School Site Council
- English Learner Advisory Committee

- Meeting of the Board of Trustees

4000-4999: Books And Supplies
Sup/Con 1000

- Meeting of the Board of Trustees

4000-4999: Books And Supplies
Sup/Con \$377

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above.		Printing and Mailing of Materials Related to the Following: <ul style="list-style-type: none"> • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators <p>4000-4999: Books And Supplies Sup/Con 0</p>	Printing and Mailing of Materials Related to the Following: <ul style="list-style-type: none"> • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators <p>4000-4999: Books And Supplies Sup/Con \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action/service has been combined in the Capacity Building action/service above.		SchoolWise Parent Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con 0	SchoolWise Parent Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con \$0
		First Day Packets 4000-4999: Books And Supplies Sup/Con 0	First Day Packets 4000-4999: Books And Supplies Sup/Con \$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.	This action/service was not implemented.	Supplemental Pay <ul style="list-style-type: none"> Character Counts Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con 10000	Supplemental Pay <ul style="list-style-type: none"> Character Counts Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> Character Counts Team Member Collaboration 3000-3999: Employee Benefits Sup/Con 1878	Supplemental Pay <ul style="list-style-type: none"> Character Counts Team Member Collaboration 3000-3999: Employee Benefits Sup/Con \$0
		Program Materials and Supplies <ul style="list-style-type: none"> Character Counts 4000-4999: Books And Supplies Sup/Con 2500	Program Materials and Supplies <ul style="list-style-type: none"> Character Counts 4000-4999: Books And Supplies Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> PBiS Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con 10000	Supplemental Pay <ul style="list-style-type: none"> PBiS Team Member Collaboration 1000-1999: Certificated Personnel Salaries Sup/Con \$0
		Supplemental Pay <ul style="list-style-type: none"> PBiS Team Member Collaboration 	Supplemental Pay <ul style="list-style-type: none"> PBiS Team Member Collaboration

		3000-3999: Employee Benefits Sup/Con 1878	3000-3999: Employee Benefits Sup/Con \$0
		Program Materials and Supplies <ul style="list-style-type: none"> PBiS 4000-4999: Books And Supplies Sup/Con 6,850	Program Materials and Supplies <ul style="list-style-type: none"> PBiS 4000-4999: Books And Supplies Sup/Con \$0
		PBiS Professional Development 5000-5999: Services And Other Operating Expenditures Sup/Con 74,496	PBiS Professional Development 5000-5999: Services And Other Operating Expenditures Sup/Con \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.	Abatement. The District implemented and monitored a comprehensive student attendance program but no extra salaries were paid to complete this action. No classified personnel was used either in completing this action. There was no Saturday School Attendance recovery program.	Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 1000-1999: Certificated Personnel Salaries Sup/Con 18160	Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 1000-1999: Certificated Personnel Salaries Sup/Con \$0
Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.		Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 3000-3999: Employee Benefits Sup/Con 3410	Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 3000-3999: Employee Benefits Sup/Con \$0
		Supplemental Pay	Supplemental Pay

		<ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings <p>2000-2999: Classified Personnel Salaries Sup/Con 1200</p>	<ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings <p>2000-2999: Classified Personnel Salaries Sup/Con \$0</p>
		<p>Supplemental Pay</p> <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings <p>3000-3999: Employee Benefits Sup/Con 217</p>	<p>Supplemental Pay</p> <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings <p>3000-3999: Employee Benefits Sup/Con \$0</p>
		<p>Program Materials and Supplies</p> <ul style="list-style-type: none"> • Student Attendance Review Team <p>4000-4999: Books And Supplies Sup/Con 2500</p>	<p>Program Materials and Supplies</p> <ul style="list-style-type: none"> • Student Attendance Review Team <p>4000-4999: Books And Supplies Sup/Con \$0</p>
		<p>Student Transportation Cost (minus Transportation Funding) 5000-5999: Services And Other Operating Expenditures Sup/Con 350,000</p>	<p>Student Transportation Cost (minus Transportation Funding) 5000-5999: Services And Other Operating Expenditures Sup/Con \$0</p>
		<p>Saturday School_Attendance Recovery 1000-1999: Certificated Personnel Salaries Sup/Con 10,00</p>	<p>Saturday School_Attendance Recovery 1000-1999: Certificated Personnel Salaries Sup/Con \$0</p>
		<p>Saturday School_Attendance Recovery 3000-3999: Employee Benefits Sup/Con 1,718</p>	<p>Saturday School_Attendance Recovery 3000-3999: Employee Benefits Sup/Con \$0</p>

Action 7

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.</p> <p>Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.</p>	<p>Co-Curricular Activities. The District implemented and monitored a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.</p>	<p>Supplemental Pay</p> <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor <p>1000-1999: Certificated Personnel Salaries Sup/Con 10000</p> <p>Supplemental Pay</p> <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor <p>3000-3999: Employee Benefits Sup/Con 1877</p>	<p>Supplemental Pay</p> <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor <p>1000-1999: Certificated Personnel Salaries Sup/Con \$5,650</p> <p>Supplemental Pay</p> <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor <p>3000-3999: Employee Benefits Sup/Con \$1,024</p>

Supplemental Pay - Van/Bus Drivers

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

2000-2999: Classified Personnel Salaries Sup/Con 1760

Supplemental Pay - Van/Bus Drivers

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

3000-3999: Employee Benefits Sup/Con 634

Transportation - Mileage

- Battle of the Books Competition
- Math Field Day Competition

Supplemental Pay - Van/Bus Drivers

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

2000-2999: Classified Personnel Salaries Sup/Con \$1.560

Supplemental Pay - Van/Bus Drivers

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

3000-3999: Employee Benefits Sup/Con \$323

Transportation - Mileage

- Battle of the Books Competition
- Math Field Day Competition

- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

4000-4999: Books And Supplies
Sup/Con 1827

Program Materials and Supplies

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

5000-5999: Services And Other
Operating Expenditures Sup/Con
4000

Supplemental Pay - Van/Bus
Drivers

- Educational Field Trips

2000-2999: Classified Personnel
Salaries Sup/Con 2800

Supplemental Pay - Van/Bus
Drivers

- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

4000-4999: Books And Supplies
Sup/Con \$140

Program Materials and Supplies

- Battle of the Books Competition
- Math Field Day Competition
- National History Day Competition
- Oral Language Festival Competition
- Science Faire Competition
- Spelling Bee Competition

5000-5999: Services And Other
Operating Expenditures Sup/Con
\$450

Supplemental Pay - Van/Bus
Drivers

- Educational Field Trips

2000-2999: Classified Personnel
Salaries Sup/Con \$2,438

Supplemental Pay - Van/Bus
Drivers

		<ul style="list-style-type: none"> Educational Field Trips <p>3000-3999: Employee Benefits Sup/Con 577</p>	<ul style="list-style-type: none"> Educational Field Trips <p>3000-3999: Employee Benefits Sup/Con \$561</p>
		<p>Transportation - Mileage</p> <ul style="list-style-type: none"> Educational Field Trips <p>5000-5999: Services And Other Operating Expenditures Sup/Con 3418</p>	<p>Transportation - Mileage</p> <ul style="list-style-type: none"> Educational Field Trips <p>5000-5999: Services And Other Operating Expenditures Sup/Con \$971</p>
		<p>Program Materials, Supplies, Fees</p> <ul style="list-style-type: none"> Educational Field Trips <p>4000-4999: Books And Supplies Sup/Con 3,200</p>	<p>Program Materials, Supplies, Fees</p> <ul style="list-style-type: none"> Educational Field Trips <p>4000-4999: Books And Supplies Sup/Con \$2,000</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.</p> <p>Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer</p>	<p>Extra-Curricular Activities. The District implemented and monitored a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.</p>	<p>Supplemental Pay</p> <ul style="list-style-type: none"> Athletic Director Flag Football Coach Volleyball Coach Basketball Coach Soccer Coach Choir Director Drumline Director Band Director Cologuard Director <p>1000-1999: Certificated Personnel Salaries Sup/Con 28700</p> <p>Supplemental Pay</p>	<p>Supplemental Pay</p> <ul style="list-style-type: none"> Athletic Director Flag Football Coach Volleyball Coach Basketball Coach Soccer Coach Choir Director Drumline Director Band Director Colorguard Director <p>1000-1999: Certificated Personnel Salaries Sup/Con \$7,200</p> <p>Supplemental Pay</p>

relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

- Athletic Director
- Flag Football Coach
- Volleyball Coach
- Basketball Coach
- Soccer Coach
- Choir Director
- Drumline Director
- Band Director
- Cologuard Director

3000-3999: Employee Benefits
Sup/Con 5633

Supplemental Pay - Van/Bus
Drivers

- Extra-Curricular
Activities

2000-2999: Classified Personnel
Salaries Sup/Con 15750

Supplemental Pay - Van/Bus
Drivers

- Extra-Curricular
Activities

3000-3999: Employee Benefits
Sup/Con 3244

Transportation - Mileage

- Extra-Curricular
Activities

5000-5999: Services And Other
Operating Expenditures Sup/Con
4600

Program Materials and Supplies

- Athletic Director
- Flag Football Coach
- Volleyball Coach
- Basketball Coach
- Soccer Coach
- Choir Director
- Drumline Director
- Band Director
- Cologuard Director

3000-3999: Employee Benefits
Sup/Con \$1,490

Supplemental Pay - Van/Bus
Drivers

- Extra-Curricular
Activities

2000-2999: Classified Personnel
Salaries Sup/Con \$12,622

Supplemental Pay - Van/Bus
Drivers

- Extra-Curricular
Activities

3000-3999: Employee Benefits
Sup/Con \$2,703

Transportation - Mileage

- Extra-Curricular
Activities

5000-5999: Services And Other
Operating Expenditures Sup/Con
\$6,311

Program Materials and Supplies

- Extra-Curricular Activities

4000-4999: Books And Supplies
Sup/Con 5000

- Extra-Curricular Activities

4000-4999: Books And Supplies
Sup/Con \$0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.</p> <p>After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.</p>	<p>After School Education and Safety (ASES). The District provided literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.</p>	<p>Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) 31730.93</p>	<p>Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) \$286,650</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the</p>	<p>Festivals, Carnivals, and Fairs. The District scheduled and conducted festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social</p>	<p>Program Materials and Supplies 4000-4999: Books And Supplies Base 10000</p>	<p>Program Materials and Supplies 4000-4999: Books And Supplies Base \$10,000</p>

community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

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.

Many Actions in goal #3 were not implemented due to a change in administration. Family Learning Nights were not held. The Character Counts action was not implemented nor were books and supplies ordered for it. PBiS was also not implemented. The District did not spend money on salary, books or supplies and there was no professional development. We also did not implement the School Attendance Review Team, Collaboration/ Parent Meetings. Our students did receive all their important information in their 1st Day Packets. Student's grade are entered in the Schoolwise Gradebook/ Parent Portal. This year they had three parent conferences each lasting three days long for a total of 9 days.

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

Though the District did not implement Saturday School Attendance Recovery, Family Learning Nights, Character Counts, PBiS, or Student Attendance Review Team, teachers were able to conference with parents on three different dates to be able to share student's grade or concerns with them. Our parent's are able to log onto Schoolwise and teacher's are able to input their grades in Schoolwise so that parents can check out their own child's grades. Our teachers were able to communicate with parents at least three times a year for a total of nine days with a minimum scheduled day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Saturday School Attendance - Did not implement, Salary & Benefits - not spent.

Family Learning Nights - Did not implement, Salary & Benefits - not spent

Character Counts - *Did not implement, Salary & Benefits - not spent

PBiS - *Did not implement, Salary & Benefits - not spent

Student Attendance Review Team Collaboration/ Parent Meeting - *Did not implement, Salary & Benefits - not spent

Saturday School_Recovery - Did not implement, Salary & Benefits - not spent

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.

Translation / Child Care Services

- Family Learning Nights
- Parent-Teacher Conference`

The amount 151960 is not needed for this action, changed to 10,000 for classified Salary

Translation / Child Care Services

- Family Learning Nights
- Parent-Teacher Conference
- Benefits.
- The amount 31984 is changed to 2070. The estimated statutory benefits was overstated.

+Under Action #1, the stakeholders felt that the library needed to have at least two librarian aides/ media specialists. Salary and benefits were +added \$130000 and \$61304, respectively.

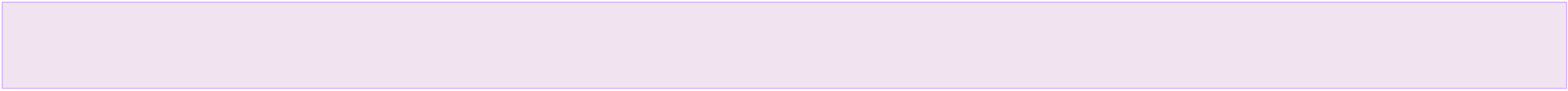
+The amount \$10000 was added as a new service under action #5 for a PBiS Coordinator / Consultant.

+The District has a need to train +teachers on PBiS. \$15,000 was added for Services and Other Operating Expenditures.

+Under Action #10, the stakeholders felt that Parent Training was needed to help parents connect with school and their own children.

+Under Action #10, the stakeholders felt that Parents needed to come and feel connected to the school by eating with their children, "Cene Con +Sus Hijos." \$10,600 was added.

+Under Action #10, the stakeholders felt that they needed to have at least a licensed vocational nurse at the District-wide level in order to make +sure our students are healthy to attend school.



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?

During the 2018-2019 school year, all stakeholder had several opportunities to provide input on the Local Control and Accountability Plan (LCAP) and Annual Update. The District utilized multiple venues (District Advisory Committee meetings, District Parent Advisory Committee meetings, District English Learner Advisory Committee meetings, School Site Council meetings, English Learner Advisory Committee meetings, and regular and special meetings of the Board of Trustees) and outreach strategies to (Local Control and Accountability Plan Stakeholder Input Form, which is located on the District website (<https://vineland.k12.ca.us/local-control-accountability-plan-lcap/>)) engage all stakeholders. The District also made a conscious effort to ensure all stakeholders had the opportunity throughout the school year to review critical metrics and performance indicators, review appropriateness of each goal and associated expected annual measurable outcomes, and the effectiveness of the actions/services associated with each goal.

At each of the following meetings, stakeholders were provided with a Special Topic Update Brief- Critical Metrics and Performance Indicators that provided both qualitative and quantitative data related to each of the eight state priorities based on the data collected at the end of each month. At each of these meetings, all stakeholders were provided with opportunities to ask questions, make comments, and provide suggestions related to the actions/services and critical metrics and performance indicators.

District Advisory Committee (DAC) Meeting (Membership: District administrators, site administrators, other designated individuals, and local bargaining unit presidents)

Parent Advisory Committee (Parents, students, and members of the community)

October 8, 2018

November 5, 2018

April 25, 2019

June 3, 2019

District English Learner Advisory Committee (DELAC) Meeting (Parents of English Learners elected by each school's English Learner Advisory Committee)

October 8, 2018

November 5, 2018

April 25, 2019

June 3, 2019

Special LCAP Family and Community

May 9, 2018

May 30, 2018

Meeting of the Board of Trustees

July 16, 2018

August 20, 2018

September 17, 2018

October 15, 2018

November 19, 2018

December 10, 2018

January 22, 2019

February 20, 2019

March 13, 2019

April 17, 2019

May 22, 2019

June 18, 2019 (Public Hearing - LCAP)

June 24, 2019(Adoption - LCAP)

Impact on LCAP and Annual Update

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

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, a consistent recommendation was made to maintain the current goals and actions/services as outlined in the current Local Control and Accountability Plan, with minor adjustments to either the tasks or expenditures. However, there was also a consistent recommendation to improve upon the implementation (quality and/or quantity) of the current actions/services.

During the June 18, 2019 Regular Meeting of the Board of Trustees, the end-of-year Special Topic Update Brief - Critical Metrics and Performance Indicators was presented during the Public Hearing section of the meeting, members of the public asked clarifying

questions related to the qualitative and quantitative data, as well as clarifying questions related to the actual expenditures and projected expenditures. No suggestions were made with regard to revising the goals, actions/services, and/or expenditures that were presented during the Study Session portion of the meeting. The Local Control and Accountability Plan and Annual Update was subsequently approved at a Special Meeting of the Board of Trustees on June 24, 2019.

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

Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

State Priority 1 - Basic

- ----Teacher Credential and Assignment. At the end of the 2018-2019 school year, 68% of all assigned teachers were fully credentialed, while 100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. Even though the percent of teachers who were fully credentialed decreased by 2% over the course of the school year, there continues to be a need to staff each schools with fully-credentialed teachers. During the 2019-2020 school year, the District will continue to strive to recruit and select full credentialed, and appropriately authorized teachers. However, given the shortage of fully-credentialed teachers throughout the state, the District size, location, and pay scale, this becomes problematic. In order to recruit and retain fully credentialed and appropriately authorized teachers and administrators who will one day serve as high quality instructional leaders, the District must provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. For those teachers lacking required credentials and/or authorization, the District will provide reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.
- ----Instructional Materials. During the 2018-2019 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State

Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. However, there is continued need to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, there is a need to begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

- ----Facilities Maintenance and Repair. During the 2018-2019 school year, 100% of all schools received an overall rating of “Good” or “Exemplary”, as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. However, there is a continuing need to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. Failure to develop, fund, and implement a Deferred Maintenance Plan and a Facilities Master Plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) has the potential negatively impact students’ educational experience.

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013). During the 2017-2018 school year, the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) received an overall implementation rating of “Substantial”.
- ----Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). During the 2018-2019 school year, the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of “Substantial”
- ----“Next Generation” Science Standards (Adopted 2013). During the 2018-2019 school year, the “Next Generation” Science Standards (Adopted 2013) received an overall implementation rating of “Partial”
- ----History /Social Science Content Standards (Adopted 1998). During the 2018-2019 school year, the History /Social Science Content Standards (Adopted 1998) received an overall implementation rating of “Minimal.”
- ----English Language Development (Adopted November 2012). During the 2018-2019 school year, the English Language Development (Adopted November 2012) received an overall implementation rating of “Minimal.”
- ----Visual and Performing Art Content Standards (Adopted January 2001). During the 2018-2019 school year, the Visual and Performing Art Content Standards (Adopted January 2001) received an overall implementation rating of “Minimal.”
- ----Career Technical Education Content Standards (Updated January 2013). During the 2018-2019 school year, the Career Technical Education Content Standards (Updated January 2013) received an overall implementation rating of “Minimal.”
- ----Health Education Content Standards (Adopted March 2008). During the 2018-2019 school year, the Health Education Content Standards (Adopted March 2008) received an overall implementation rating of “Minimal.”
- ----Model School Library Standards (Adopted September 2010). During the 2018-2019 school year, the Model School Library Standards (Adopted September 2010) received an overall implementation rating of “Minimal.”

- ----World Language Content Standards (Adopted January 2009). The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses.

Even though progress was made in the implementation of each the state adopted academic content and performance standards, there continues to be a need to fully implement all state adopted academic content and performance standards with fidelity.

State Priority 7 - Course Access

- ----Core Course Enrollment. During the 2018-2019 school year 100% of all students were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.

Program and Services for Low Income Students, Foster Youth, and Homeless Youth. During the 2017-2018 school year, 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 24.77% of all low income students, foster youth, and homeless youth scored at least at “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 20% scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

- ----Programs and Services for English Learners. During the 2017-2018 school year, 99.9% of all English learners matriculated to the next grade level; 10.68% of all English learners scored at least at “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 11.39% of all English learners scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.
- ----Programs and Services for Students with Disabilities. During the 2017-2018 school year, 100% of all students with disabilities matriculated to the next grade level; 5.66% of all students with disabilities scored at least at “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 5.66% of all students with disabilities scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.
- ----Programs and Services for Migrant Students. During the 2017-2018 school year, 100% of all Migrant students matriculated to the next grade level; 27.28% of all Migrant students scored at least at “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 20% of all Migrant students scored at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Even though the District improved in or met each of the five expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 1 - Basic</p> <ul style="list-style-type: none"> ----Percent of Assigned Teachers Fully Credentialed ----Percent of Teachers Appropriately Assigned - Subject Area Competence ----Percent of Teachers Appropriately Assigned - English Learner Authorization ----Percentage of schools scoring "Sufficient" on the Instructional Material Sufficiency Survey ----Percentage of schools scoring at least "Good" on the 	<p>State Priority 1 - Basic Teacher Credential and Assignment. During the 2016-2017 school year, 76% (28 of 37) teachers were fully credentialed, pursuant to Education Code section 44258.9. At the beginning of the school year, 12 teachers (32%) did not possess full credentials. By the end of the school year, though, only 9 teachers (24%) did not possess full credentials. However, 100% of all the assigned teachers (with and without full credentials) possessed appropriate authorizations (subject matter competence and English learner authorizations) to teach the students to which they were assigned. Of the nine remaining teachers without full credentials, three have advanced to an Internship status, five have advanced to a</p>	<p>State Priority 1 - Basic Teacher Credential and Assignment. For the 2017-2018 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. This expected annual measurable outcome represents a 24% increase over the previous year's rate of 76% and appropriate authorizations of 100%.</p> <p>Instructional Materials. For the 2017-2018 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-</p>	<p>State Priority 1 - Basic Teacher Credential and Assignment. For the 2018-2019 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey.</p> <p>Instructional Materials. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the</p>	<p>State Priority 1 - Basic Teacher Credential and Assignment. For the 2019-2020 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey.</p> <p>Instructional Materials. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Facilities Inspection Tool</p> <p>State Priority 2 - Implementation of State Standards</p> <ul style="list-style-type: none"> ---- Implementation Status of State Academic Content and Performance Standards <p>State Priority 7 - Course Access</p> <ul style="list-style-type: none"> ----Percentage of all students enrollment in all core subject areas (Language Arts, Mathematics, Science, History-Social Studies, and Physical Education) ----Percentage of students identified as low income students, foster youth, and 	<p>Short-Term Internship Permit status, and one has advanced to Provisional Internship Permit status.</p> <p>Instructional Materials. During the 2016-2017 school year, 100% of all schools received an overall rating of “Sufficient”, as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119.</p> <p>Facilities Maintenance and Repair. During the 2016-2017 school year, 100% of all schools received an overall rating of “Good” or “Exemplary”, as measured by the Williams Facilities Inspection Tool, certifying all school</p>	<p>aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year’s rate of 100%.</p> <p>Facilities Maintenance and Repair. For the 2017-2018 school year, 100% of all schools will continue to receive an overall rating of “Good” or “Exemplary”, certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. This expected annual measurable outcome represents a maintenance of the previous year’s rate of 100%.</p>	<p>Williams Instructional Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year’s rate of 100%.</p> <p>Facilities Maintenance and Repair. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of “Good” or “Exemplary”, certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool.</p> <p>State Priority 2a - Implementation of State Standards.</p> <ul style="list-style-type: none"> ----Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects 	<p>Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year’s rate of 100%.</p> <p>Facilities Maintenance and Repair. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of “Good” or “Exemplary”, certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool.</p> <p>State Priority 2 - Implementation of State Standards. For the 2019-2020 school year, 100% of the following state standards will continue to receive an overall implementation rating of “Full” - Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>homeless youth</p> <ul style="list-style-type: none"> ----Percentage of students identified as English learners ----Percentage of students identified as a student with a disability ----Percentage of students identified as a Migrant youth 	<p>facilities were appropriately maintained and in good repair.</p> <p>State Priority 2 - Implementation of State Standards. During the 2016-2017 school year, none of the state adopted academic content and performance standards were fully implemented, as measured by a locally adopted implementation instrument. However, the overall implementation status of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of "Substantial." The History /Social Science Content Standards</p>	<p>State Priority 2 - Implementation of State Standards</p> <p>For the 2017-2018 school year, the overall implementation of Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall rating of "Full". This expected annual measurable outcome represents an increase over the previous year's overall implementation rate of "Substantial." The History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career</p>	<p>(Adopted August 2010 and Modified March 2013). For the 2018-2019 school year, the implementation of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) will receive an overall implementation rating of "Full".</p> <ul style="list-style-type: none"> ----Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). For the 2018-2019 school year, the 	<p>Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013), History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010), "Next Generation" Science Standards (Adopted 2013). The implementation of the World Language Content Standards(Adopted January 2009) does not yet have an expected annual measurable</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>(Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010) received an overall implementation rating of “Minimal.” The “Next Generation” Science Standards (Adopted 2013) received an overall implementation rating of “Partial.” The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses.</p> <p>State Priority 7 - Course Access. During the 2016-2017 school year, 100% of all students,</p>	<p>Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010) will receive an overall rating of “Substantial”. This expected annual measurable outcome represents an increase over the previous year’s overall implementation rate of “Minimal.” The “Next Generation” Science Standards (Adopted 2013) received an overall implementation rating of will receive an overall rating of “Substantial. This expected annual measurable outcome represents an increase over the previous year’s overall implementation rate of “Partial.” The implementation of the World Language Content Standards(Adopted January 2009) has not been reviewed as the</p>	<p>implementation of the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall implementation rating of “Full”.</p> <ul style="list-style-type: none"> • ----“Next Generation” Science Standards (Adopted 2013). For the 2018-2019 school year, the implementation of the “Next Generation” Science Standards (Adopted 2013) will receive an overall implementation rating of “Substantial”. • ----History /Social Science Content Standards 	<p>outcome as the District does not offer such courses.</p> <p>State Priority 2b- Implementation of State Standards. 100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily.</p> <p>State Priority 7 - Course Access. For the 2019-2020 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	including "unduplicated students" and "students with exceptional needs," were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.	<p>District does not offer such courses.</p> <p>State Priority 7 - Course Access. For the 2017-2018 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p>	<p>(Adopted 1998). For the 2018-2019 school year, the implementation of the History /Social Science Content Standards (Adopted 1998) will receive an overall implementation rating of "Substantial".</p> <ul style="list-style-type: none"> • ----Health Education Content Standards (Adopted March 2008). For the 2018-2019 school year, the implementation of the Health Education Content Standards (Adopted March 2008) will receive an overall implementation rating of "Minimal". This 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>expected annual measurable outcome represents an increase over the previous year's overall implementation rate of "Substantial."</p> <ul style="list-style-type: none"> • ----English Language Development (Adopted November 2012). For the For the 2018-2019 school year, the implementation of the English Language Development (Adopted November 2012) will receive an overall implementation rating of "Substantial". • ----Visual and Performing Art Content Standards (Adopted 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>January 2001). For the 2018-2019 school year, the implementation of the Visual and Performing Art Content Standards (Adopted January 2001) will receive an overall implementation rating of “Minimal”.</p> <ul style="list-style-type: none"> • ----Career Technical Education Content Standards (Updated January 2013). For the 2018-2019 school year, the implementation of the Career Technical Education Content Standards (Updated January 2013) will receive an overall implementation 	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>rating of “Minimal”.</p> <ul style="list-style-type: none"> ----Model School Library Standards (Adopted September 2010). For the For the 2018-2019 school year, the implementation of the Model School Library Standards (Adopted September 2010) will receive an overall implementation rating of “Minimal”. <p>State Priority 2b- Implementation of State Standards.</p> <p>100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily.</p>	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			State Priority 7 - Course Access. For the 2018-2019 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

State Priority 1 - Basic_Teacher Credential
and Assignment

Recruitment and Retention. The District
will, to the extent possible, maintain
sufficiently competitive salaries, wages,
and benefits, as well as a positive school
climate, to attract and retain fully
credentialed, appropriately authorized, and
highly effective teachers, administrators,
and paraprofessionals.

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential
and Assignment

Recruitment and Retention. The District
will, to the extent possible, maintain
sufficiently competitive salaries, wages,
and benefits, as well as a positive school
climate, to attract and retain fully
credentialed, appropriately authorized, and
highly effective teachers, administrators,
and paraprofessionals.

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential
and Assignment

Recruitment and Retention. The District
will, to the extent possible, maintain
sufficiently competitive salaries, wages,
and benefits, as well as a positive school
climate, to attract and retain fully
credentialed, appropriately authorized, and
highly effective teachers, administrators,
and paraprofessionals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61500	1,142,233	\$1,142,233
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend - Masters Degree	1000-1999: Certificated Personnel Salaries Certificated Classroom Teachers x 32 (minus EPA Contribution)	1000-1999: Certificated Personnel Salaries Certificated Classroom Teachers x 32 (minus EPA Contribution)

Amount	10411	892,593	\$892,593
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Stipend - Masters Degree	3000-3999: Employee Benefits Certificated Classroom Teachers x 32 (minus EPA Contribution)	3000-3999: Employee Benefits Certificated Classroom Teachers x 32 (minus EPA Contribution)
Amount	49200	55,500	\$55,500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend - Bilingual Authorization	1000-1999: Certificated Personnel Salaries Stipend-Masters Degree	1000-1999: Certificated Personnel Salaries Stipend-Masters Degree
Amount	8329	10,422	\$10,422
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Stipend - Bilingual Authorization	3000-3999: Employee Benefits Stipend-Masters Degree	3000-3999: Employee Benefits Stipend-Masters Degree
Amount	45500	45,300	\$45,300
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive	1000-1999: Certificated Personnel Salaries Stipend-Bilingual Authorization	1000-1999: Certificated Personnel Salaries Stipend-Bilingual Authorization
Amount	7618	8,506	\$8,506
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Perfect Attendance Incentive	3000-3999: Employee Benefits Stipend-Bilingual Authorization	3000-3999: Employee Benefits Stipend-Bilingual Authorization
Amount	0	37000	\$37,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	0001-0999: Unrestricted: Locally Defined N/A	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive

Amount	0	6,948	\$6,948
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits N/A	3000-3999: Employee Benefits Perfect Attendance Incentive	3000-3999: Employee Benefits Perfect Attendance Incentive
Amount			
Budget Reference			

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	0	n/a
Source	Other	Other	Other
Budget Reference	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service
Budget Reference			
Budget Reference			
Budget Reference			

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

State Priority 1 - Basic_Teacher Credential and Assignment

Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination.
The District will, to the extent possible,

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination.
The District will, to the extent possible,

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination.
The District will, to the extent possible,

provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	2,625	\$2,625
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage
Amount	508	493	\$493
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage
Amount			\$50,000
Source			Sup/Con
Budget Reference			1000-1999: Certificated Personnel Salaries Salaries for Professional Development
Amount			\$9,065
Source			Sup/Con
Budget Reference			3000-3999: Employee Benefits Benefits for Certificated Salary

Amount	855	4.069	\$4,069
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials.
The District will ensure all students have

2018-19 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials.
The District will ensure all students have access to, and all teachers utilize, the

2019-20 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials.
The District will ensure all students have access to, and all teachers utilize, the

access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48530	12,000	\$12,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials
Amount	10000	10000	\$10,000
Source	Sup/Con	Other	Other
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs
Amount	93703	97903	\$93,703
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs
Amount			

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/ServicesState Priority 1 - Basic_Facilities
Maintenance and Repair

Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

2018-19 Actions/ServicesState Priority 1 - Basic_Facilities
Maintenance and Repair

Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

2019-20 Actions/ServicesState Priority 1 - Basic_Facilities
Maintenance and Repair

Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$863,038	\$863,038	\$863,038
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Plant Services	5000-5999: Services And Other Operating Expenditures Plant Services	5000-5999: Services And Other Operating Expenditures Plant Services
Amount			
Budget Reference			

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

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

Modified Action

2018-19 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

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

Modified Action

2019-20 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

(Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2017-2018 fiscal year)

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

(Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2018-2019 fiscal year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$235,000	\$0	\$0
Source	Base	Base	Base
Budget Reference	7000-7999: Other Outgo Deferred Maintenance	7000-7999: Other Outgo Deferred Maintenance	7000-7999: Other Outgo Deferred Maintenance
Amount			
Amount			

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

2018-19 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

(Note. Funding projections will be based on the number of identified projects completed in the 2017-2018 fiscal year)

2019-20 Actions/Services

State Priority 1 - Basic_Facilities
Maintenance and Repair

Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

(Note. Funding projections will be based on the number of identified projects completed in the 2018-2019 fiscal year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,371,583	n/a	n/a
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Capital Facilities Outlay	7000-7999: Other Outgo Capital Facilities Outlay	7000-7999: Other Outgo Capital Facilities Outlay
Budget Reference			
Amount			
Budget Reference			

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

State Priority 2 - Implementation of State Standards

Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.

State Priority 2 - Implementation of State Standards

Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.

State Priority 2 - Implementation of State Standards

Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,412	\$71,784	\$71,784
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director
Amount	\$30,234	\$29,816	\$29,816
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits District Music Teacher / Band Director	3000-3999: Employee Benefits District Music Teacher / Band Director	3000-3999: Employee Benefits District Music Teacher / Band Director
Amount	\$5,000	\$2,500	\$2,500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies

Amount	\$0	\$5,000	\$5,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures N/A	5000-5999: Services And Other Operating Expenditures Annual Instrument Cleaning	5000-5999: Services And Other Operating Expenditures Annual Instrument Cleaning

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

State Priority 2 - Implementation of State Standards

Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the

academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.

academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.

academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.

(No additional costs projected for this action/service)

(No additional costs projected for this action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32400	n/a	n/a
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Curriculum Design Curriculum Calibration 	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A
Amount	\$5,485	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Curriculum Design Curriculum Calibration 	3000-3999: Employee Benefits N/A	3000-3999: Employee Benefits N/A

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

Modified Action
Unchanged Action

2017-18 Actions/Services

State Priority 2 - Implementation of State Standards

Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service)

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service)

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

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)

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

State Priority 2 - Implementation of State Standards

Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to

instructional technology and digital resources for all students.

instructional technology and digital resources for all students.

instructional technology and digital resources for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$53,655	\$53,655	\$65,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Supervisor of Technology	2000-2999: Classified Personnel Salaries Supervisor of Technology	2000-2999: Classified Personnel Salaries Supervisor of Technology
Amount	\$25,615	\$26,994	\$33,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Supervisor of Technology	3000-3999: Employee Benefits Supervisor of Technology	3000-3999: Employee Benefits Supervisor of Technology
Amount	\$103,609	\$103,609	\$103,609
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Upgrade/Replace Materials and Supplies	4000-4999: Books And Supplies Upgrade/Replace Materials and Supplies

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

Action 14

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing,

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing,

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing,

job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.

job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.

job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,327	\$46,635	\$46,635
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Title I Required Professional Development Reservation (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.	5000-5999: Services And Other Operating Expenditures Title I Required Professional Development Reservation (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.	5000-5999: Services And Other Operating Expenditures Title I Required Professional Development Reservation (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.

Amount	\$51,265	\$41,000	\$41,000
Source	Title II (4035)	Title II (4035)	Title II (4045)
Budget Reference	<p>5000-5999: Services And Other Operating Expenditures Professional Development</p> <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies <p>(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)</p>	<p>5000-5999: Services And Other Operating Expenditures Title II Professional Development</p> <p>(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)</p>	<p>5000-5999: Services And Other Operating Expenditures Title II Professional Development</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies <p>(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)</p>

Amount	\$20,459	\$0	\$0
Source	Title III (4203)	Title II (4045)	Title II (4035)
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Professional Development <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Professional Development <ul style="list-style-type: none"> • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)
Amount	\$64,000	\$64,000	\$100,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Instructional Coach	5000-5999: Services And Other Operating Expenditures Instructional Coach	5000-5999: Services And Other Operating Expenditures Instructional Coach

Amount	\$328,600	\$291,320	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)
Amount	\$55,625	\$55,771	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)
Amount	\$2,500	\$2,500	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)

Amount	\$100,000	\$100,000	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)

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)

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

<p>Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.</p> <p>Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.</p> <p>(Note. All costs associated with this action/service are embedded in Professional Development)</p>	<p>Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.</p> <p>(Note. All costs associated with this action/service are embedded in Professional Development)</p>	<p>Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.</p> <p>(Note. All costs associated with this action/service are embedded in Professional Development)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)

Action 16

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

New Action
Modified Action

2017-18 Actions/Services

Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

2018-19 Actions/Services

Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

2019-20 Actions/Services

Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,400	\$5,400	\$5,400
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis
Amount	\$914	\$1,014	\$1,014
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Benchmark Assessment Scoring and Analysis
Amount	\$10,000	\$10,000	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership

Amount	\$1,693	\$1,693	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Language Review Team Membership

Action 17

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

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

2017-18 Actions/Services

State Priority 7 - Course Access

Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional

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

Modified Action

2018-19 Actions/Services

State Priority 7 - Course Access

Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional

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

Modified Action

2019-20 Actions/Services

State Priority 7 - Course Access

Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional

delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools. Such programs and services include:

- * Audiological services
- * Occupational therapy
- * 504 Accommodations
- * Speech and Language Services
- * Educationally related mental health services
- * Specialized Academic Instruction (Mild to Moderate)
- * Specialized Academic Instruction (Moderate to Severe)

delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools. Such programs and services include:

- * Audiological services
- * Occupational therapy
- * 504 Accommodations
- * Speech and Language Services
- * Educationally related mental health services
- * Specialized Academic Instruction (Mild to Moderate)
- * Specialized Academic Instruction (Moderate to Severe)

delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools. Such programs and services include:

- * Audiological services
- * Occupational therapy
- * 504 Accommodations
- * Speech and Language Services
- * Educationally related mental health services
- * Specialized Academic Instruction (Mild to Moderate)
- * Specialized Academic Instruction (Moderate to Severe)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,000	\$452,144	\$452,144
Source	Base	Base	Base
Budget Reference	7000-7999: Other Outgo Contribution from Unrestricted Sources	7000-7999: Other Outgo Contribution from Unrestricted Sources	7000-7999: Other Outgo Contribution from Unrestricted Sources
Amount	\$0	\$189,186	\$189,186
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Special Education Teachers x2 (RSP/SDC)	1000-1999: Certificated Personnel Salaries Special Education Teachers x2 (RSP/SDC)

Amount	\$0	\$113,094	\$113,094
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures School Psychologist	5000-5999: Services And Other Operating Expenditures School Psychologist
Amount	\$0	\$113,094	\$59,267
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Speech and Language Pathologist	5000-5999: Services And Other Operating Expenditures Speech and Language Pathologist
Amount	\$0	\$9,362	\$28,284
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Special Education Transportation Aide	2000-2999: Classified Personnel Salaries Education Transportation Aide
Amount	N/A	\$35,721	\$35,721
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	2000-2999: Classified Personnel Salaries Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)	2000-2999: Classified Personnel Salaries Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)

Amount	\$0	\$7,358	\$7,358
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)	3000-3999: Employee Benefits Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)
Amount	\$0	\$10,000	\$10,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Student Assistance Team	1000-1999: Certificated Personnel Salaries Student Assistance Team
Amount	\$0	\$1,878	\$1,878
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Student Assistance Team	3000-3999: Employee Benefits Student Assistance Team

Action 18

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

Students to be Served:

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

Specific Student Groups: English Learners/Immigrant Students
[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
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[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

2017-18 Actions/Services

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3). Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

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

Unchanged Action

2018-19 Actions/Services

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3). Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

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

Unchanged Action

2019-20 Actions/Services

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3). Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.

* Integrated English Language Development (English Language Proficiency (Levels 4-5). Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.

* Integrated English Language Development (English Language Proficiency (Levels 4-5). Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.

* Integrated English Language Development (English Language Proficiency (Levels 4-5). Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$808	\$808	\$808
Source	Title III (4201)	Title III (4201)	Title III (4201)
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services <ul style="list-style-type: none"> Pearson iLit ELL 	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services <ul style="list-style-type: none"> Pearson iLit ELL 	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services <ul style="list-style-type: none"> Pearson iLit ELL

Amount	\$28,000	\$49,907	\$49,907
Source	Title III (4203)	Title III (4203)	Title III (4203)
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL
Amount	\$0	\$10,000	\$0
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Language Review Team	1000-1999: Certificated Personnel Salaries Language Review Team
Amount	\$0	\$1,878	\$0
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Language Review Team	3000-3999: Employee Benefits Language Review Team
Amount	\$0	\$2,500	\$2,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies EL Achieve_Grades K-2_Replacement/Replenishment	4000-4999: Books And Supplies EL Achieve_Grades K-2_Replacement/Replenishment
Amount	N/A	\$13,000	\$0
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Elevation	5000-5999: Services And Other Operating Expenditures Elevation

Amount	\$25,000	\$25,000	\$25,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures Paraprofessional Development Training
Amount	\$5,000	\$5,000	\$5,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures (RFEP) & Academic - Recognition of Students
Amount			\$40,000
Source			Sup/Con
Budget Reference			4000-4999: Books And Supplies Culturally Sensitive Library books

Action 19

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

Students to be Served:

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

Specific Student Groups: Migrant Students

Location(s):

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

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

2017-18 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

- * Health services
- * Special guidance
- * Preschool services
- * Vocational instruction
- * Extended learning time
- * Career education services
- * Counseling and testing services

(Note. No direct cost to the District. Region 5 receives all funds directly)

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

Unchanged Action

2018-19 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

- * Health services
- * Special guidance
- * Preschool services
- * Vocational instruction
- * Extended learning time
- * Career education services
- * Counseling and testing services

(Note. No direct cost to the District. Region 5 receives all funds directly)

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

Unchanged Action

2019-20 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

- * Health services
- * Special guidance
- * Preschool services
- * Vocational instruction
- * Extended learning time
- * Career education services
- * Counseling and testing services

(Note. No direct cost to the District. Region 5 receives all funds directly)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

Action 20

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)

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

State Priority 7 - Course Access

Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:

- * Parent involvement
- * Extended learning time

2018-19 Actions/Services

State Priority 7 - Course Access

Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:

- * Parent involvement
- * Extended learning time

2019-20 Actions/Services

State Priority 7 - Course Access

Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:

- * Parent involvement
- * Extended learning time

- * Professional development
- * Schoolwide instructional reform efforts
- * Health, nutrition, and other social services
- * Instructional materials and other instructional support
- * Supplemental support provided by teachers and instructional aides

- * Professional development
- * Schoolwide instructional reform efforts
- * Health, nutrition, and other social services
- * Instructional materials and other instructional support
- * Supplemental support provided by teachers and instructional aides

- * Professional development
- * Schoolwide instructional reform efforts
- * Health, nutrition, and other social services
- * Instructional materials and other instructional support
- * Supplemental support provided by teachers and instructional aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,654	\$113,463	\$88,654
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Improvement Allowable Reservation	1000-1999: Certificated Personnel Salaries At-Risk Counselor x 2	1000-1999: Certificated Personnel Salaries At-Risk Counselor x 2
Amount	N/A	\$53,797	\$66,540
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits At-Risk Counselor x 2	3000-3999: Employee Benefits At-Risk Counselor x 2
Amount	N/A	\$21,321	\$21,321
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison
Amount	N/A	\$20,762	\$20,890
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits Community Liaison

Amount	N/A	\$104,000	\$104,000
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies Renaissance Learning Suite ESGI Standards Tracker SIPPS	4000-4999: Books And Supplies Renaissance Learning Suite ESGI Standards Tracker SIPPS Zoophonics
Amount	N/A	\$34,919	\$131,000
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Extended School Year_Summer Academy (Note. Costs coordinated with Supplemental/Concentration Grant)	1000-1999: Certificated Personnel Salaries Extended School Year_Summer Academy Extended After School Intervention (Note. Costs coordinated with Supplemental/Concentration Grant)
Amount	N/A	\$1,500	\$1,500
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies Homeless Services	4000-4999: Books And Supplies Homeless Services
Amount			\$5,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures The Closet - items necessary for students to feel good at school. (clothes, toothpaste, socks, underwear)

Amount			\$5,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures Student Clubs, National Jr. Honor visiting, and T-shirts.

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

Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

State Priority 4 - Pupil Achievement

- ----English Language Arts Performance. During the 2017-2018 school year, 24.5% (unofficial results) of all students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This was an increase of 10.6% over the previous year.
- ----Mathematics Performance. During the 2017-2018 school year, 14.6% (unofficial results) of all students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. This was an increase of 5.6% over the previous year.
- ----English Language Proficiency. During the 2017-2018 school year, 36.2% (unofficial results) of English learners made annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). This was a decrease of 9.5% over the previous year.
- ----English Learner Reclassification Rate. During the 2017-2018 school year, 45 students were Fluent English Proficient.

Even though progress was made with regard to student performance on state assessments, there continues to be a need to significantly improve student performance to at least at a level commensurate with the county average. For the 2018-2019 school year, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed

and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provided multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

State Priority 8 - Other Pupil Outcomes

- ----Matriculation Rate. During the 2017-2018 school year, 99.9% of all students matriculated to the next grade level. This was an increase of 0.2% over the previous year.
- ----California Physical Fitness Test. The District does not yet have data on the 2017-2018 Physical Fitness Test.

Even though the District improved in one of two expected annual measurable outcomes, with one having no data at this time, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive School Physical Activity Program; Comprehensive Program of Co-Curricular Activities; a Comprehensive Program of Extra-Curricular Activities, and appropriate programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 4 - Pupil Achievement <ul style="list-style-type: none"> • ----Percentage of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts 	State Priority 4 - Pupil Achievement. During the 2016-2017 school year, 14% (62 of 445) scored proficient (“Standard Met” or “Standard Exceeded”) on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment, while 9% (40 of 442)	State Priority 4 - Pupil Achievement. For the 2017-2018 school year, at least 36% of all students will score proficient (“Standard Met” or “Standard Exceeded”) on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This	State Priority 4 - Pupil Achievement. <ul style="list-style-type: none"> • ----English Language Arts and Literacy Performance. For the 2018-2019 school year, the percent of all students scoring at least “Standard Met” on the Smarter 	State Priority 4 - Pupil Achievement. <ul style="list-style-type: none"> • ----English Language Arts and Literacy Performance. For the 2019-2020 school year, the percent of all students scoring at least “Standard Met” on the Smarter

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and Literacy assessment</p> <ul style="list-style-type: none"> ----Percentage of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment ----Percentage of English learners making annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC) ----Percent of English learners reclassified as Fluent English Proficient 	<p>scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment.</p> <p>During the 2016-2017 school year, 45.7% (155 of 339) English learners made annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). Additionally, 12% (71 of 582) of all English learners attained English language proficiency, as measured by the California English Language Development Test (CELDT). Finally, 17% (81 of 475) of all English learners were reclassified as fluent English proficient.</p> <p>State Priority 8 - Other Pupil Outcomes. During the 2016-2017 school year, 100% (692 of 692)</p>	<p>expected annual measurable outcome represents a 22% increase over the previous year's rate of 14%. Additionally, at least 32% of all students will score proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment. This expected annual measurable outcome represents a 23% increase over the previous year's rate of 9%.</p> <p>For the 2017-2018 school year, at least 100% of all English learners will make annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 54.3% increase over the previous year's rate of</p>	<p>Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year.</p> <ul style="list-style-type: none"> ----Mathematics Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the 	<p>Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year.</p> <ul style="list-style-type: none"> ----Mathematics Performance. For the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the

Note: Academic Performance Index (not

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable)</p> <p>State Priority 8 - Other Pupil Outcomes</p> <ul style="list-style-type: none"> ----Percentage of all students matriculating to the next grade level ----Percentage of all students scoring in the "Healthy Fitness Zone" in each of the five Physical Fitness Areas <p>Note: CAHSEE / English-Language Arts</p>	<p>of all students, including "unduplicated students" and "students with exceptional needs", matriculated to the next grade level. However, there is a continuing need to ensure all students matriculate having met the required attendance rates and all content area knowledge, skills, and competencies in all required subjects.</p>	<p>45.7%. Additionally, at least 24% of all English learners will attain English language proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 12% increase over the previous year's of 12%. Finally, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient. This expected annual measurable outcome represents a 83% increase over the previous year's rate of 17%.</p> <p>State Priority 8 - Other Pupil Outcomes. For the 2017-2018 school year, 100% of all students, "unduplicated students" and "students with exceptional needs", will matriculate to the next grade level. This</p>	<p>same percent of students scoring at least "Standard Met", plus one-half, as the previous year.</p> <ul style="list-style-type: none"> ----Science Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year. ----English Language Proficiency. For the 2018-2019 school year, the percent of all English 	<p>same percent of students scoring at least "Standard Met", plus one-half, as the previous year.</p> <ul style="list-style-type: none"> ----Science Performance. For the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year. ----English Language Proficiency. For the 2019-2020 school year, the percent of all English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Mathematics Pass Rate (not applicable).		<p>expected annual measurable outcome represents a maintenance of the previous year's rate of 100%.</p>	<p>learners making annual progress toward English proficiency will increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC).</p> <ul style="list-style-type: none"> • ----English Learner Classification Rate. For the 2018-2019 school year, 100% of all English learners whose overall proficiency level is Intermediate, 	<p>learners making annual progress toward English proficiency will increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC).</p> <ul style="list-style-type: none"> • ----English Learner Classification Rate. For the 2019-2020 school year, 100% of all English learners whose overall proficiency level is Intermediate,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>Early Advanced, or Advanced will be reclassified as fluent English proficient.</p> <p>State Priority 8 - Other Pupil Outcomes.</p> <ul style="list-style-type: none"> ----Matriculation Rate. For the 2018-2019 school year, 100% of all students will matriculate to the next grade level. ----California Physical Fitness Test. For the 2018-2019 school year, 100% of all students shall score in the "Healthy Fitness Zone" in each of the five Physical Fitness Area. 	<p>Early Advanced, or Advanced will be reclassified as fluent English proficient.</p> <p>State Priority 8 - Other Pupil Outcomes.</p> <ul style="list-style-type: none"> ----Matriculation Rate. For the 2019-2020 school year, 100% of all students will matriculate to the next grade level. ----California Physical Fitness Test. For the 2019-2020 school year, 100% of all students shall score in the "Healthy Fitness Zone" in each of the five Physical Fitness Area.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

New Action

2017-18 Actions/Services

Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

2018-19 Actions/Services

Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

2019-20 Actions/Services

Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$42,500	\$42,500
Source	Sup/Con	Title I (3010)	Title I (3010)
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels 	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels 	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels
Budget Reference			

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

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

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

Unchanged Action	New Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.	These actions and services have been moved to Goal 1	These actions and services have been moved to Goal 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$118622	\$0	\$0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)
Amount	\$53520	\$0	\$0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	3000-3999: Employee Benefits At-Risk Counselor (2)	3000-3999: Employee Benefits At-Risk Counselor (2)	3000-3999: Employee Benefits At-Risk Counselor (2)
Amount	\$21,321	\$0	\$0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison
Amount	\$19,861	\$0	\$0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits Community Liaison

Amount	\$250	\$250	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Line	5000-5999: Services And Other Operating Expenditures Phone Line	5000-5999: Services And Other Operating Expenditures Phone Line
Amount	10000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members
Amount	\$1,693	\$0	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members
Amount	5000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

2018-19 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

2019-20 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	249680	79,200	\$150,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	1000-1999: Certificated Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	42266	15,352	\$27,195
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	30525	37,658	\$37,658
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	2000-2999: Classified Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	2000-2999: Classified Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)

Amount	5503	7,098	\$7,098
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	10000	10000	\$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	4000-4999: Books And Supplies Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	4000-4999: Books And Supplies Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	3680	3680	\$3,680
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage <ul style="list-style-type: none"> Extended School Day Academic Intervention Extended School Year Academic Intervention 	5000-5999: Services And Other Operating Expenditures Extended School Year Academic Intervention_Transportation - Mileage	5000-5999: Services And Other Operating Expenditures Extended School Year Academic Intervention_Transportation - Mileage

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.

2018-19 Actions/Services

Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.

2019-20 Actions/Services

Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	407060	407060	\$407,060
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4
Amount	151172	158703	\$158,703
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction <ul style="list-style-type: none"> • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4
Budget Reference			

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

2018-19 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

2019-20 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	355644	289,012	\$289,012
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)
Amount	64119	59,531	\$59,825
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Comprehensive Instructional Aides	3000-3999: Employee Benefits Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)	3000-3999: Employee Benefits Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)

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)

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

Individual Student Learning Plans (ISLP). The District will develop and regularly monitor Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on an appropriate pathway for matriculation and graduation.

2018-19 Actions/Services

This action has been abandoned.

2019-20 Actions/Services

This action has been abandoned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	0	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members

Amount	1693	0	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Individual Student Learning Plans (ISLP) Team Members
Amount	5000	0	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Software	5000-5999: Services And Other Operating Expenditures Program Software	5000-5999: Services And Other Operating Expenditures Program Software

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

Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

State Priority 3 - Parent Involvement

- ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees. During the 2017-2018 school year, the District provided all parents with opportunities to serve on several regulatory and non-regulatory committee such as, the District Parent Advisory Committee, District English Learner Advisory Committee, as well as multiple Local Control and Accountability Family and Community Input Forums; or at least attend the meetings of such committees.
- ----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities. During the 2017-2018 school year, the District provided all parents with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. Specially, the District hosted a Back-to-School Night and two parent -teacher conferences (fall and winter). During these capacity-building opportunities, the District also provided translation service and child care services. The District also provided parents with daily access to their child's academic progress through the SchoolWise Parent Portal.

Even though the District has provided families and the community with meaningfully opportunities to engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth, there is a continued need to collect both qualitative and quantitative data on the effecters of such opportunities to ensure all families and members of the community by providing various opportunities for families and community members to meaningfully engage with the District and each other by

building the capacity of families to support of their student's intellectual, emotional, social, and physical growth; providing opportunities for families to demonstrate leadership on both regulatory and non-regulatory committees/councils; providing opportunities for families to be involved in monitoring the progress of the District's programs; and providing multiple strategies to facilitate two-way communication with parents on a regular basis and ensuring information is readily available and accessible in formats and languages spoken by parents in the District.

State Priority 5 - Pupil Engagement

- ----Positive Student Attendance Rate. During the 2017-2018 school year, the positive student attendance rate was 95.7% (unofficial results). This was an increase of 0.4% over the previous year.
- ----Chronic Absenteeism Rate. During the 2017-2018 school year, the chronic absenteeism rate was 10.8% (unofficial results). This was a decrease of 1.3% over the previous year.
- ----Middle School Dropout Rate. During the 2017-2018 school year, the middle school dropout rate rained at 0%.

Even though the District improved in each of the three expected annual measurable outcomes, there is a continuing need to implement and monitor comprehensive student positive attendance interventions and supports, as well as other systematic efforts designed to reduce the rates of truancy and chronic absenteeism, as well as promote persistence.

State Priority 6 - School Climate

- ----Student Expulsion Rate. During the 2017-2018 school year the expulsion rate remained unchanged at 0% (one student).
- ----Student Suspension Rate. During the 2017-2018 school year the suspension rate remained unchanged at 4% (unofficial results).
- ----Attitudinal Survey Results. During the 2017-2018 school year, the District did not administer any attitudinal surveys of pupils, parents and teachers on the sense of safety and school connectedness

Even though the District improved in each of the two expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive Program of Co-Curricular Activities; and a Comprehensive Program of Extra-Curricular Activities. The District finds itself in need of librarian aides as both school sites have not been able to hire aides so that students can access the library.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 3 - Parent Involvement (Qualitative)</p> <ul style="list-style-type: none"> ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees---- -Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities <p>State Priority 5 - Pupil Engagement</p> <ul style="list-style-type: none"> ----Positive student attendance rate ----Chronic absenteeism rate ----Middle school dropout rates 	<p>State Priority 3 - Parent Involvement. During the 2016-2017 school year, 73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting.</p> <p>State Priority 5 - Pupil Engagement. During the 2016-2017 school year, the positive student attendance rate was 95.35%, with a chronically absent rate of 4.25%. Additionally, the middle school dropout rate was 0%.</p> <p>Note. High school dropout rates (not applicable); High school graduation rates (not applicable).</p> <p>State Priority 6 - School Climate. During the</p>	<p>State Priority 3 - Parent Involvement. For the 2017-2018 school year, at least 100% of parents, including parents of "unduplicated students" and "students with exceptional needs", will have participated in at least one capacity building activity. This expected annual measurable outcome represents a 27% increase over the previous year's parent participation rate of 73%. Additionally, at least 10% of parents will have participated in at least one regulatory and/or non-regulatory advisory committee meeting. This expected annual measurable outcome represents an 8% increase over the previous year's rate of 2%.</p> <p>State Priority 5 - Pupil Engagement. For the 2017-2018 school year, the positive student attendance rate will be at least 97.5%, with a</p>	<p>State Priority 3 - Parent Involvement.</p> <ul style="list-style-type: none"> ----Capacity Building Opportunities. For the 2018-2019 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District. ----Regulatory and Non-Regulatory Committee 	<p>State Priority 3 - Parent Involvement.</p> <ul style="list-style-type: none"> ----Capacity Building Opportunities. For the 2019-2020 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District. ----Regulatory and Non-Regulatory Committee

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Note. High school dropout rates (not applicable); High school graduation rates (not applicable).</p> <p>State Priority 6 - School Climate</p> <ul style="list-style-type: none"> ----Student Expulsion Rate ----Student Suspension Rate ----Attitudinal Survey Data 	<p>2016-2017 school year, the expulsion rate was 0% (one student), while the suspension rate was 4%. Additionally, the percent of certificated faculty and staff reporting a “High” or “Satisfactory” sense of school connectedness on the Comprehensive School Climate Survey was 72%. However, the District did not administer the survey to parents and students.</p>	<p>chronic absenteeism rate of less than 3%. This expected annual measurable outcome represents a 1.94% increase over the previous year’s positive student attendance rate of 95.35% and a decrease of 1.25% of the chronic absenteeism rate. Additionally, the middle school dropout rate shall be 0.0%. This expected annual measurable outcome represents a maintenance of the previous year’s rate of 0%.</p> <p>Note. High school dropout rates (not applicable); High school graduation rates (not applicable).</p> <p>State Priority 6 - School Climate. For the 2017-2018 school year, the expulsion rate will be less than 0.0%, while the suspension rate will be less than 3%. This expected annual measurable outcome represents a</p>	<p>Participation. For the 2018-2019 school year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents</p>	<p>Participation. For the 2019-2020 school year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>maintenance of the previous year expulsion rate of 0.0% (one student) and a decrease of 1% of the suspension rate. Additionally, at least 75% of parents, students (Grades 3-8), faculty, and staff will report a “High” or “Satisfactory” sense of school connectedness on the Comprehensive School Climate Survey. This expected annual measurable outcome represents a 3% increase over the previous year's certificated faculty and staff rate of 72%. During the 2016-2017 school year, the District did not administer the Comprehensive School Climate Survey to parents or students.</p>	<p>participating in such opportunities.</p> <p>State Priority 5 - Pupil Engagement.</p> <ul style="list-style-type: none"> • ----Positive Student Attendance Rate. For the 2018-2019 school year, the positive student attendance rate shall be at least 97.5%. • ----Chronic Absenteeism Rate. For the 2018-2019 school year, the chronic absenteeism rate shall not exceed 3%. • ----Middle School Dropout Rate. For the 2018-2019 school year, the middle school dropout rate shall be 0%. 	<p>participating in such opportunities.</p> <p>State Priority 5 - Pupil Engagement.</p> <ul style="list-style-type: none"> • ----Positive Student Attendance Rate. For the 2019-2020 school year, the positive student attendance rate shall be at least 97.5%. • ----Chronic Absenteeism Rate. For the 2019-2020 school year, the chronic absenteeism rate shall not exceed 3%. • ----Middle School Dropout Rate. For the 2019-2020 school year, the middle school dropout rate shall be 0%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>Note. High school dropout rates (not applicable); High school graduation rates (not applicable).</p> <p>State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2018-2019 school year, the expulsion rate will be less than 0.0%.</p> <ul style="list-style-type: none"> • -----Student Suspension Rate. For the 2018-2019 school year, the suspension rate shall not exceed 3%. • -----Attitudinal Survey Data. For the 2018-2019 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory 	<p>Note. High school dropout rates (not applicable); High school graduation rates (not applicable).</p> <p>State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2019-2020 school year, the expulsion rate will be less than 0.0%.</p> <ul style="list-style-type: none"> • -----Student Suspension Rate. For the 2019-2020 school year, the suspension rate shall not exceed 3%. • -----Attitudinal Survey Data. For the 2019-2020 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			sense of school connectedness and safety.?	sense of school connectedness and safety.?

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

New Action
Modified Action

2017-18 Actions/Services

Capacity Building. The District will plan and implement activities designed to build

2018-19 Actions/Services

Capacity Building. The District will plan and implement activities designed to build

2019-20 Actions/Services

Capacity Building. The District will plan and implement activities designed to build

the capacity of families and community members to support student learning.

the capacity of families and community members to support student learning.

the capacity of families and community members to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	33200	5,040	\$5,040
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay (Hourly Stipend) <ul style="list-style-type: none">• Family Learning Nights• Home Visits - Parent/Teacher Conferences	1000-1999: Certificated Personnel Salaries Family Learning Nights	1000-1999: Certificated Personnel Salaries Family Learning Nights
Amount	5620	1,160	\$914
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Hourly Stipend) <ul style="list-style-type: none">• Family Learning Nights• Home Visits - Parent/Teacher Conferences	3000-3999: Employee Benefits Family Learning Nights	3000-3999: Employee Benefits Family Learning Nights

Amount	151960	151960	\$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 	2000-2999: Classified Personnel Salaries Translation / Child Care Services <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference 	2000-2999: Classified Personnel Salaries Translation / Child Care Services <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference
Amount	28080	31984	\$2,070
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 	3000-3999: Employee Benefits Translation / Child Care Services <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference 	3000-3999: Employee Benefits Translation / Child Care Services <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference

Amount	2500	2500	\$2,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 	4000-4999: Books And Supplies Program Materials <ul style="list-style-type: none"> • Family Learning Nights • Parent-Teacher Conference 	5000-5999: Services And Other Operating Expenditures Program Materials <ul style="list-style-type: none"> • Family Learning Nights • Young Author's Fair • Parent-Teacher Conference
Amount	0	2,046	\$2,046
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures SchoolWise Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Alert System
Amount	0	1,364	\$1,364
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures SchoolWise Gradebook/Parent Portal	5000-5999: Services And Other Operating Expenditures SchoolWise Gradebook/Parent Portal
Amount	0	2,800	\$2,800
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets

Amount			\$80,000
Source			Sup/Con
Budget Reference			2000-2999: Classified Personnel Salaries Librarian/ tech aides
Amount			\$16,560
Source			Sup/Con
Budget Reference			3000-3999: Employee Benefits Librarian/ tech aides

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.

Regulatory and Non-Regulatory Committee Participation. The District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

Regulatory and Non-Regulatory Committee Participation. The District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3280	3280	\$3,280
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees

Amount	606	690	\$679
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting to the Board of Trustees 	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting to the Board of Trustees 	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting to the Board of Trustees
Amount	1000	1000	\$1,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting of the Board of Trustees 	4000-4999: Books And Supplies Program Materials <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting of the Board of Trustees 	4000-4999: Books And Supplies Program Materials <ul style="list-style-type: none"> District Advisory Committee Parent Advisory Committee District English Learner Advisory Committee School Site Council English Learner Advisory Committee Meeting of the Board of Trustees

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.

2018-19 Actions/Services

This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above.

2019-20 Actions/Services

This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2500	0	\$0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: <ul style="list-style-type: none"> • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators 	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: <ul style="list-style-type: none"> • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators 	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: <ul style="list-style-type: none"> • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

2018-19 Actions/Services

This action/service has been combined in the Capacity Building action/service above.

2019-20 Actions/Services

This action/service has been combined in the Capacity Building action/service above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2800	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System
Amount	2800	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

New Action
Modified Action

2017-18 Actions/Services

Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

2018-19 Actions/Services

Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

2019-20 Actions/Services

Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	\$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration
Amount	1693	1878	\$1,813
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration
Amount	2500	2500	\$1,500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts

Amount	10000	10000	\$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration
Amount	1693	1878	\$2,063
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none">PBiS Team Member Collaboration
Amount	2500	6,850	\$6,850
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">PBiS	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">PBiS	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">PBiS
Amount	0	74,496	\$74,496
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures PBiS Professional Development	5000-5999: Services And Other Operating Expenditures PBiS Professional Development

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

2018-19 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

2019-20 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18160	18160	\$15,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings
Amount	3074	3410	\$2,720
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings
Amount	1200	1200	\$1,200
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	2000-2999: Classified Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings 	2000-2999: Classified Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Student Attendance Review Team Member Collaboration • Parent Meetings

Amount	216	217	\$249
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> Student Attendance Review Team Member Collaboration Parent Meetings
Amount	2500	2500	\$2,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> Student Attendance Review Team 	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> Student Attendance Review Team 	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none"> Student Attendance Review Team
Amount	0	350,000	\$350,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Student Transportation Cost (minus Transportation Funding)	5000-5999: Services And Other Operating Expenditures Student Transportation Cost (minus Transportation Funding)
Amount	0	10,00	\$10,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Saturday School_Attendance Recovery	1000-1999: Certificated Personnel Salaries Saturday School_Attendance Recovery

Amount	0	1,718	\$1,718
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Saturday School_Attendance Recovery	3000-3999: Employee Benefits Saturday School_Attendance Recovery

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

2018-19 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

2019-20 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.

Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.

Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	\$10,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor

Amount	1692	1877	\$1,813
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/Coach • Oral Language Festival Coordinator/Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/Coach • Oral Language Festival Coordinator/Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/Coach • Oral Language Festival Coordinator/Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor
Amount	1760	1760	\$1,760
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition

Amount	555	634	\$364
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition
Amount	1827	1827	\$1,827
Source	Base	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	4000-4999: Books And Supplies Transportation - Mileage <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	4000-4999: Books And Supplies Transportation - Mileage <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition

Amount	4000	4000	\$4,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies <ul style="list-style-type: none"> • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition
Amount	2800	2800	\$2,800
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips 	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips 	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips
Amount	505	577	\$580
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips 	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips 	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none"> • Educational Field Trips

Amount	3418	3418	\$3,418
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips
Amount	3,200	3,200	\$3,200
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

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

Unchanged Action

2018-19 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

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

Unchanged Action

2019-20 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2870	28700	\$28,700
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 	1000-1999: Certificated Personnel Salaries Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director
Amount	4858	5633	\$5,203
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 	3000-3999: Employee Benefits Supplemental Pay <ul style="list-style-type: none"> • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director

Amount	15750	15750	\$15,750
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities
Amount	2839	3244	\$3,260
Source	Sup/Con	Sup/Con	Supplemental
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers <ul style="list-style-type: none">Extra-Curricular Activities
Amount	4600	4600	\$4,600
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage <ul style="list-style-type: none">Extra-Curricular Activities	5000-5999: Services And Other Operating Expenditures Transportation - Mileage <ul style="list-style-type: none">Extra-Curricular Activities	5000-5999: Services And Other Operating Expenditures Transportation - Mileage <ul style="list-style-type: none">Extra-Curricular Activities
Amount	10000	5000	\$5,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">Extra-Curricular Activities	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">Extra-Curricular Activities	4000-4999: Books And Supplies Program Materials and Supplies <ul style="list-style-type: none">Extra-Curricular Activities

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

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

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.

2018-19 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.

2019-20 Actions/Services

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	262,500	31730.93	\$317,309
Source	ASES (6010)	ASES (6010)	ASES (6010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Focus Area. School Connectedness. The practices which foster student

2018-19 Actions/Services

Focus Area. School Connectedness. The practices which foster student

2019-20 Actions/Services

Focus Area. School Connectedness. The practices which foster student

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies Festivals, Carnivals, Fairs
Amount			\$15,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures Parent/Educational Training

Amount			\$10,000
Source			Sup/Con
Budget Reference			5000-5999: Services And Other Operating Expenditures Cene Con Sus Hijos
Amount			\$80,000
Source			Supplemental
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Licensed Vocational Nurse for District

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2247282

Percentage to Increase or Improve Services

42.73%

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).

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

* Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals. The District will continue to bargain and try to maintain a competitive salary schedule

* Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

* Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.

* Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Focus Area. High-Quality Instructional Leadership. The promotion of quality, continuity, and effectiveness of teachers, administrators, and paraprofessionals to serve as high-quality instructional leaders at all levels.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels.
- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.
- * Observation of Instructional Practices ("Instructional Rounds" and "Look and Learns"). The District will ensure all teachers regularly conduct observations of instructional practices of each other in support of the collegiate exchange of ideas whereby the observing teacher can improve their own self-awareness of their skills and areas for growth, while the observed teacher receives regular feedback with which to reflect on their skills and areas for growth.
- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.

- * Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.
- * Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.
- * Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

- * Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.
- * Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.
- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.
- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.
- * Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.
- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.

- * Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.
- * At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.

- * During the School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * Extended School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * Extended School Year Academic Intervention. The District will provide strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.
- * Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.
- * Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and homeless youth to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for Students with Disabilities. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for English Learners. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

- * Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

- * Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.
- * Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.
- * Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.
- * After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After-School Education and Safety (ASES) Program.
- * Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student’s intellectual, emotional, social, and physical growth.

- * Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.
- * Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils. Parent/ Educational Training
- * Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.
- * Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

Focus Area. Program Monitoring. The regular and systematic collection, analysis, and reporting of critical metrics and performance indicators necessary to determine the effectiveness of the District’s programs and services.

- * Critical Metrics and Performance Indicators. The District will regularly and systematically collect, analyze, and report critical metrics and performance indicators associated with the Local Control Accountability Plan and Local Education Agency Plan.
- * Comprehensive Educational Program Evaluation. The District will publish a semi-annual evaluation of the effectiveness of the planned and/or implemented strategies, actions, and/or services, as well as progress toward meeting the goals and identified measurable outcomes associated with the Local Control Accountability Plan and Local Education Agency Plan.

* Advisory Committees / Councils. The District will schedule and conduct regular meetings of both regulatory and non-regulatory advisory committees/councils to review the critical metrics and performance indicators necessary to determine the effectiveness of the District's educational programs and services and provide necessary recommendations, if any.

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.

* Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

* Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

* Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$2,283,024	42.42%

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).

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

- * Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals. The District will continue to bargain and try to maintain a competitive salary schedule
- * Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.
- * Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.
- * Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Focus Area. High-Quality Instructional Leadership. The promotion of quality, continuity, and effectiveness of teachers, administrators, and paraprofessionals to serve as high-quality instructional leaders at all levels.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels.
- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

* Observation of Instructional Practices ("Instructional Rounds" and "Look and Learns"). The District will ensure all teachers regularly conduct observations of instructional practices of each other in support of the collegiate exchange of ideas whereby the observing teacher can improve their own self-awareness of their skills and areas for growth, while the observed teacher receives regular feedback with which to reflect on their skills and areas for growth.

* Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.

* Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

* Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.

* Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

* Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.

* Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

* Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.

* Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.

* Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.

- * **Adopted Core and Ancillary Instructional Materials.** The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- * **Instructional Strategies.** The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.
- * **Observation of Instructional Practices.** The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.
- * **Teacher and Administrator Collaboration.** The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.

- * **Academic Skills Building.** The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.
- * **At-Risk Counseling and Support.** The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.
- * **During the School Day Academic Intervention.** The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * **Extended School Day Academic Intervention.** The District will provide strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * **Extended School Year Academic Intervention.** The District will provide strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- * **Class-Size Reduction.** The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.
- * **Paraprofessional Support.** The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.
- * **Program and Services for Low Income Students, Foster Youth, and Homeless Youth.** The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support

low income students, foster youth, and homeless youth to effectively enable them to access and master the core academic content and performance standards.

* Programs and Services for Students with Disabilities. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.

* Programs and Services for English Learners. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.

* Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

* Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

* Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

* Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.

* Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

* After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After-School Education and Safety (ASES) Program.

* Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

- * Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.

- * Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils. Parent/ Educational Training

- * Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.

- * Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

Focus Area. Program Monitoring. The regular and systematic collection, analysis, and reporting of critical metrics and performance indicators necessary to determine the effectiveness of the District's programs and services.

- * Critical Metrics and Performance Indicators. The District will regularly and systematically collect, analyze, and report critical metrics and performance indicators associated with the Local Control Accountability Plan and Local Education Agency Plan.

- * Comprehensive Educational Program Evaluation. The District will publish a semi-annual evaluation of the effectiveness of the planned and/or implemented strategies, actions, and/or services, as well as progress toward meeting the goals and identified measurable outcomes associated with the Local Control Accountability Plan and Local Education Agency Plan.

- * Advisory Committees / Councils. The District will schedule and conduct regular meetings of both regulatory and non-regulatory advisory committees/councils to review the critical metrics and performance indicators necessary to determine the effectiveness of the District's educational programs and services and provide necessary recommendations, if any.

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.

- * Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

- * Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

- * Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

The District's Local Control and Accountability Plan (Year 2017-2018) identifies several areas in which the quality of programs and/or services are improved by focusing on improving the quality of the instructional core (the relationship between the teacher and the

student in the presence of the content) necessary to laying the foundation for an instructional shift from a “teacher-centered classroom” to a “student centered classroom;” improve the implementation, quality, and availability of programs and services embedded in a multi-tiered system of supports (academic, social, emotional, physical, and behavioral); improving opportunities for families and community members to meaningfully engage with the District and each other in support of their student’s intellectual, emotional, social, and physical growth; improving the practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs; and improving the facilities and other capital assets necessary to transform the schools into modern learning environments. To this end, the District will coordinate Local Control Funding Formula base, supplemental, and concentration grant funds with federal program funds (Title I, Title II, Title III, and Title VI), other state resources (e.g., Education Protection Account, Lottery, etc.), and state and federal special education funds to strengthen the programs and services and to ensure those funds do not duplicate programs and/or services, but rather enhance and/or extend those programs and/or services.

In support of the Local Control and Accountability Plan (2017-2018) goals all actions/services are organized into focus areas, which are intended to improve the quality of programs and/or services. The following focus areas and associated actions/services, which effectively align to the three state categories and associated state priorities, provides the framework for a better and more appropriate identification of planned/actual expenditures, and the collection, analysis, and reporting of critical metrics and performance indicators.

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

- * Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.

- * Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

- * Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.

- * Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Focus Area. High-Quality Instructional Leadership. The promotion of quality, continuity, and effectiveness of teachers, administrators, and paraprofessionals to serve as high-quality instructional leaders at all levels.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels.

- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.
- * Observation of Instructional Practices ("Instructional Rounds" and "Look and Learns"). The District will ensure all teachers regularly conduct observations of instructional practices of each other in support of the collegial exchange of ideas whereby the observing teacher can improve their own self-awareness of their skills and areas for growth, while the observed teacher receives regular feedback with which to reflect on their skills and areas for growth.
- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.

- * Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.
- * Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.
- * Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.
- * Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.
- * Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom

to the school and from a single school to the district.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.

- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.

- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.

- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.

- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.

- * Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.

- * Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

- * At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.

- * During the School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Extended School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Extended School Year Academic Intervention. The District will provide strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.
- * Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.
- * Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and homeless youth to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for Students with Disabilities. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for English Learners. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.
- * Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

- * Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.
- * Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.
- * Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.
- * Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.
- * After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After-School Education and Safety (ASES) Program.
- * Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty,

staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

- * Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.
- * Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils. Parent/ Educational Training will be held to make sure parents are partners in the learning of their children.
- * Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.
- * Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

Focus Area. Program Monitoring. The regular and systematic collection, analysis, and reporting of critical metrics and performance indicators necessary to determine the effectiveness of the District's programs and services.

- * Critical Metrics and Performance Indicators. The District will regularly and systematically collect, analyze, and report critical metrics and performance indicators associated with the Local Control Accountability Plan and Local Education Agency Plan.
- * Comprehensive Educational Program Evaluation. The District will publish a semi-annual evaluation of the effectiveness of the planned and/or implemented strategies, actions, and/or services, as well as progress toward meeting the goals and identified measurable outcomes associated with the Local Control Accountability Plan and Local Education Agency Plan.
- * Advisory Committees / Councils. The District will schedule and conduct regular meetings of both regulatory and non-regulatory advisory committees/councils to review the critical metrics and performance indicators necessary to determine the effectiveness of the District's educational programs and services and provide necessary recommendations, if any.

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.

- * Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.
- * Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.
- * Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,773,758

Percentage to Increase or Improve Services

34%

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 Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions or services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are improved by focusing efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

As a small school district, with an unduplicated student count over 99%, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program funds, and other state funds to improve, enhance, and/or extend the overall quality of its educational programs and services and to ensure non-duplication of those programs and/or services or the creation of extraneous programs and/or services unconnected to the strategic priorities. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated

student count of 99.98%, all District-wide programs and/or services “are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas.”

Additionally, the District, in considering the declining enrollment and associated declining average daily attendance, high student mobility rate, existing programs and/or services, the increased programs and/or services over the past three years, salaries and benefits as a percent of the Local Control Funding Formula base grant, historical expenditures by function classification, availability of federal program funds and other state funds to provide like programs and/or services, structural and/or operational limitations, and the results of the comprehensive educational program evaluation, has determined that the Local Control Funding Formula supplemental and/or concentration grant funds may be required to support the improvement, enhancement, and/or extension of the existing base programs and services (“Instruction”, “Instruction Related Services”, and “Pupil Services”).

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

The District’s Local Control and Accountability Plan (Year 2017-2018) identifies several areas in which the quality of programs and/or services are improved by focusing on improving the quality of the instructional core (the relationship between the teacher and the student in the presence of the content) necessary to laying the foundation for an instructional shift from a “teacher-centered classroom” to a “student centered classroom;” improve the implementation, quality, and availability of programs and services embedded in a multi-tiered system of supports (academic, social, emotional, physical, and behavioral); improving opportunities for families and community members to meaningfully engage with the District and each other in support of their student’s intellectual, emotional, social, and physical growth; improving the practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs; and improving the facilities and other capital assets necessary to transform the schools into modern learning environments. To this end, the District will coordinate Local Control Funding Formula base, supplemental, and concentration grant funds with federal program funds (Title I, Title II, Title III, and Title VI), other state resources (e.g., Education Protection Account, Lottery, etc.), and state and federal special education funds to strengthen the programs and services and to ensure those funds do not duplicate programs and/or services, but rather enhance and/or extend those programs and/or services.

In support of the Local Control and Accountability Plan (2017-2018) goals all actions/services are organized into focus areas, which are intended to improve the quality of programs and/or services. The following focus areas and associated actions/services, which effectively align to the three state categories and associated state priorities, provides the framework for a better and more appropriate identification of planned/actual expenditures, and the collection, analysis, and reporting of critical metrics and performance indicators.

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that

every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

- * Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.

- * Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

- * Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.

- * Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Focus Area. High-Quality Instructional Leadership. The promotion of quality, continuity, and effectiveness of teachers, administrators, and paraprofessionals to serve as high-quality instructional leaders at all levels.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels.

- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.

- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.

- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.

- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

- * Observation of Instructional Practices ("Instructional Rounds" and "Look and Learns"). The District will ensure all teachers regularly conduct observations of instructional practices of each other in support of the collegial exchange of ideas whereby the observing teacher can improve their own self-awareness of their skills and areas for growth, while the observed teacher receives regular feedback with which to reflect on their skills and areas for growth.

- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions

designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.

- * Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

- * Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.

- * Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

- * Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.

- * Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

- * Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.

- * Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.

- * Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.

- * Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.

- * Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.

- * Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

- * Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions

designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.

- * Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

- * At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.

- * During the School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Extended School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Extended School Year Academic Intervention. The District will provide strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

- * Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.

- * Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

- * Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and homeless youth to effectively enable them to access and master the core academic content and performance standards.

- * Programs and Services for Students with Disabilities. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.

- * Programs and Services for English Learners. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.

* Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

* Individual Student Learning Plans (ISLP). The District will develop and regularly monitor Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on an appropriate pathway for matriculation and graduation.

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

* Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

* Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

* Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the “whole student,” as well as connecting students to the school and its instructional programs.

* Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the “whole student,” as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

* After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After-School Education and Safety (ASES) Program.

* Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

* Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.

* Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.

* Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.

* Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

Focus Area. Program Monitoring. The regular and systematic collection, analysis, and reporting of critical metrics and performance indicators necessary to determine the effectiveness of the District's programs and services.

- * Critical Metrics and Performance Indicators. The District will regularly and systematically collect, analyze, and report critical metrics and performance indicators associated with the Local Control Accountability Plan and Local Education Agency Plan.

- * Comprehensive Educational Program Evaluation. The District will publish a semi-annual evaluation of the effectiveness of the planned and/or implemented strategies, actions, and/or services, as well as progress toward meeting the goals and identified measurable outcomes associated with the Local Control Accountability Plan and Local Education Agency Plan.

- * Advisory Committees / Councils. The District will schedule and conduct regular meetings of both regulatory and non-regulatory advisory committees/councils to review the critical metrics and performance indicators necessary to determine the effectiveness of the District's educational programs and services and provide necessary recommendations, if any.

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.

- * Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

- * Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

- * Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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	7,406,362.00	5,647,009.56	6,601,095.00	7,420,361.01	7,546,482.00	21,567,938.01
	0.00	1,850,817.00	30,000.00	30,000.00	0.00	60,000.00
ASES (6010)	31,730.93	286,650.00	262,500.00	31,730.93	317,309.00	611,539.93
Base	1,509,440.00	935,768.00	1,730,629.00	1,509,440.00	1,526,791.00	4,766,860.00
Other	10,000.00	10,000.00	1,371,583.00	10,000.00	10,000.00	1,391,583.00
Special Education (6500)	467,815.00	352,618.00	0.00	467,815.00	432,910.00	900,725.00
Sup/Con	4,840,642.00	1,716,282.56	2,754,933.00	4,824,391.01	4,554,270.00	12,133,594.01
Supplemental	0.00	0.00	0.00	0.00	83,260.00	83,260.00
Title I (3010)	451,897.00	389,027.00	346,555.00	452,147.00	523,040.00	1,321,742.00
Title II (4035)	44,122.07	58,039.00	55,628.00	44,122.07	7,187.00	106,937.07
Title II (4045)	0.00	0.00	0.00	0.00	41,000.00	41,000.00
Title III (4201)	808.00	808.00	808.00	808.00	808.00	2,424.00
Title III (4203)	49,907.00	47,000.00	48,459.00	49,907.00	49,907.00	148,273.00

* 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	7,406,362.00	5,647,009.56	6,601,095.00	7,420,361.01	7,546,482.00	21,567,938.01
	0.00	0.00	30,000.00	30,000.00	0.00	60,000.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,597,252.00	2,730,208.00	1,496,604.00	2,597,252.00	2,474,482.00	6,568,338.00
2000-2999: Classified Personnel Salaries	614,117.00	129,172.56	637,895.00	614,117.00	591,786.00	1,843,798.00
3000-3999: Employee Benefits	1,430,745.00	1,098,000.00	537,690.00	1,414,494.01	1,381,350.00	3,333,534.01
4000-4999: Books And Supplies	329,286.00	138,828.00	249,139.00	329,286.00	362,286.00	940,711.00
5000-5999: Services And Other Operating Expenditures	1,982,818.00	1,119,960.00	3,014,767.00	1,983,068.00	2,204,434.00	7,202,269.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	80,000.00	80,000.00
7000-7999: Other Outgo	452,144.00	430,841.00	635,000.00	452,144.00	452,144.00	1,539,288.00

* 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	7,406,362.00	5,647,009.56	6,601,095.00	7,420,361.01	7,546,482.00	21,567,938.01
		0.00	0.00	30,000.00	30,000.00	0.00	60,000.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	1,850,817.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	32,400.00	0.00	0.00	32,400.00
1000-1999: Certificated Personnel Salaries	Special Education (6500)	198,548.00	218,803.00	0.00	198,548.00	189,186.00	387,734.00
1000-1999: Certificated Personnel Salaries	Sup/Con	2,247,697.00	442,161.00	1,342,582.00	2,247,697.00	2,063,017.00	5,653,296.00
1000-1999: Certificated Personnel Salaries	Title I (3010)	148,382.00	214,723.00	118,622.00	148,382.00	219,654.00	486,658.00
1000-1999: Certificated Personnel Salaries	Title II (4035)	2,625.00	3,704.00	3,000.00	2,625.00	2,625.00	8,250.00
2000-2999: Classified Personnel Salaries	Base	53,655.00	3,667.00	53,655.00	53,655.00	65,000.00	172,310.00
2000-2999: Classified Personnel Salaries	Special Education (6500)	35,721.00	31,145.00	0.00	35,721.00	64,005.00	99,726.00
2000-2999: Classified Personnel Salaries	Sup/Con	503,420.00	72,345.56	562,919.00	503,420.00	441,460.00	1,507,799.00
2000-2999: Classified Personnel Salaries	Title I (3010)	21,321.00	22,015.00	21,321.00	21,321.00	21,321.00	63,963.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	26,994.00	335.00	31,100.00	26,994.00	33,000.00	91,094.00
3000-3999: Employee Benefits	Special Education (6500)	7,358.00	6,447.00	0.00	7,358.00	7,358.00	14,716.00
3000-3999: Employee Benefits	Sup/Con	1,321,341.00	1,067,494.00	432,701.00	1,305,090.01	1,249,809.00	2,987,600.01

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
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	3,260.00	3,260.00
3000-3999: Employee Benefits	Title I (3010)	74,559.00	23,724.00	73,381.00	74,559.00	87,430.00	235,370.00
3000-3999: Employee Benefits	Title II (4035)	493.00	0.00	508.00	493.00	493.00	1,494.00
4000-4999: Books And Supplies	Base	113,609.00	17,287.00	113,609.00	113,609.00	113,609.00	340,827.00
4000-4999: Books And Supplies	Other	10,000.00	10,000.00	0.00	10,000.00	10,000.00	20,000.00
4000-4999: Books And Supplies	Sup/Con	57,677.00	49,447.00	135,530.00	57,677.00	90,677.00	283,884.00
4000-4999: Books And Supplies	Title I (3010)	148,000.00	62,094.00	0.00	148,000.00	148,000.00	296,000.00
4000-4999: Books And Supplies	Title II (4035)	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	ASES (6010)	31,730.93	286,650.00	262,500.00	31,730.93	317,309.00	611,539.93
5000-5999: Services And Other Operating Expenditures	Base	863,038.00	483,638.00	864,865.00	863,038.00	863,038.00	2,590,941.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	1,371,583.00	0.00	0.00	1,371,583.00
5000-5999: Services And Other Operating Expenditures	Special Education (6500)	226,188.00	96,223.00	0.00	226,188.00	172,361.00	398,549.00
5000-5999: Services And Other Operating Expenditures	Sup/Con	710,507.00	84,835.00	281,201.00	710,507.00	709,307.00	1,701,015.00
5000-5999: Services And Other Operating Expenditures	Title I (3010)	59,635.00	66,471.00	133,231.00	59,885.00	46,635.00	239,751.00
5000-5999: Services And Other Operating Expenditures	Title II (4035)	41,004.07	54,335.00	52,120.00	41,004.07	4,069.00	97,193.07
5000-5999: Services And Other Operating Expenditures	Title II (4045)	0.00	0.00	0.00	0.00	41,000.00	41,000.00
5000-5999: Services And Other Operating Expenditures	Title III (4201)	808.00	808.00	808.00	808.00	808.00	2,424.00
5000-5999: Services And Other Operating Expenditures	Title III (4203)	49,907.00	47,000.00	48,459.00	49,907.00	49,907.00	148,273.00

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	0.00	0.00	0.00	0.00	80,000.00	80,000.00
7000-7999: Other Outgo	Base	452,144.00	430,841.00	635,000.00	452,144.00	452,144.00	1,539,288.00
7000-7999: Other Outgo	Other	0.00	0.00	0.00	0.00	0.00	0.00
7000-7999: Other Outgo	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00

* 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	5,472,186.07	4,812,710.00	4,378,430.00	5,485,935.08	5,211,805.00	15,076,170.08
Goal 2	1,109,794.00	467,655.00	1,591,609.00	1,110,044.00	1,192,731.00	3,894,384.00
Goal 3	824,381.93	366,644.56	631,056.00	824,381.93	1,141,946.00	2,597,383.93
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			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					

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					