

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	Contact Name and Title	Email and Phone
Westmorland Union Elementary School District	Nancy Johnson Superintendent/Principal	n.johnson@wued.org 760-344-4364

2017-20 Plan Summary

The Story

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

Westmorland Union Elementary School District is located in the northern region of Westmorland and serves students in grades transitional kindergarten through eight following a traditional calendar. Based on the latest student information presented under the California Department of Education in terms of enrollment on Census Day (the first Wednesday in October 2018), Westmorland Elementary School District serves 402 students. Based on this enrollment data, 95.5 percent of students are Hispanic or Latino; 1.7 percent are African American; and 2.7 percent are White. Forty- nine percent are English learners; 12 percent are Homeless Youth; 19 percent are Migrant; 11 percent are Students with Disabilities, and 94 percent are Socioeconomically Disadvantaged Students. The total number of unduplicated students is 385.

After reviewing, reflected, and evaluating data from the 2018 California Dashboard, stakeholders have conducted ongoing meetings in which Goals and Actions presented under the 2018-2019 LCAP were reviewed and evaluated in terms of their effectiveness and evidence of student achievement and adult learning. Refined and new initiatives/strategies have been identified as part of the district/school continuous improvement.

Our district’s purpose is to provide students and educators with meaningful learning experiences in a safe and caring environment ensuring equal access to the core curricula while providing differentiated instruction and supports based upon research and data that will lead all students to mastery of grade-level standards.

LCAP Highlights

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

The 2019-2020 LCAP identifies the three goals the school will be focusing on:

Goal 1 - *Develop a strong core program with interventions and designated English Language Development that will help increase student achievement.*

The focus of this goal is to provide instruction that is designed to give access to the core curricula to all students regardless of students' level of readiness and/or language proficiency. Through a collaborative approach, teachers will continue designing support systems to assist students: (1) to have comprehension of the topics taught and (2) to have the tools necessary to participate in academic discourse as they are engaged in complex, cognitively demanding social and academic activities requiring language. Specific supports will be designed as a result of data analysis from both summative and formative assessments. Learning opportunities for new and seasoned teachers will be provided. These learning opportunities and support will be provided through the implementation of ongoing and sustained collaborative data review, lesson planning and development, assessment results reflection, participation in off-campus training as well as visiting classrooms to learn from colleagues' teaching practices. Furthermore, teachers will receive support in the form of training to receive tools that will help them provide services to help English learners progress as they gain increasing proficiency in English. Additional supports will be comprised of the development of effective first teach and interventions. In order to equip students to increase their background knowledge, students will have opportunities to participate in educational field trips.

Goal 2 - *Establish a school climate that positively supports the academic, social, emotional and physical well-being of all students and offers an incentive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities so that parents send the student(s) to school.*

The focus of this goal is to develop systems and to provide ongoing services that are designed to help students and parents understand the importance of school attendance, the importance of academics, the importance of responsibility by acting ethically and by resolving differences peacefully, the importance of respecting the dignity and property of others. The support systems will be designed to help the students understand the importance of perseverance, initiative, and responsibility. The goal is to enable students and parents, so students can flourish intellectually, personally, and socially. These systems will be intentional, proactive, consistent, and they will be a comprehensive approach that will promote personal and social values in all phases of school life. These services will be provided during the course of the school day and training for parents will be provided during and after school hours.

Goal 3 - *Increase communication among all stakeholders (e.g., Teachers, Students, Counselors, Parents, and other support personal as well as other community members).*

The purpose of goal 3 has been designed to conduct outreach to all the parents as it is our desire to inform them and support them in the areas of: (1) Combating Truancy, (2) Creating a Structure at Home for Student Achievement; (3) Supporting their Child(ren)'s Social and Emotional Well-being, among other topics. In addition, it is our intent to carry out parent involvement activities for the purpose of consulting with them and inviting them to be part of the decision-making process.

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

As a result of a collaborative reflective approach designed for continuous improvement, the Westmorland Union Elementary School District community has identified three district/school goals designed to: (1) *Develop a strong core program in Reading Language Arts and Mathematics with interventions and designated English Language Development that will help increase student achievement;* (2) *Establish a school climate that positively supports the academic, the social, the emotional, and the physical well-being of all students and offers an incentive plan to motivate students to attend school, to increase student engagement, and to offer enrichment opportunities so that parents send their student(s) to school; and* (3) *Increase effective communication among all stakeholders (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).*

In response to these goals, the Westmorland Union Elementary School District has implemented quarterly collaboration meetings where the focus was/is to develop lessons and interventions for both language arts and mathematics. Once the pacing of common core standards has been identified, grade levels have created/will continue to create a calendar that shows when the CAASPP Interim Assessments would be used. The CAASPP Interim Assessments for mathematics have been used/and will continue to be used as pre and post formative assessment. Furthermore, the CAASPP Interim Assessments for Reading Language Arts have been utilized as a teaching tool (e.g., performance tasks, brief writes, etc). During collaboration time, we reviewed/will continue reviewing data from the mathematics and reading language arts interim assessments to then develop interventions and design instruction that engages students in the rigor as prescribed under California Common Core Standards.

An additional component has been/will continue being the exploration of the language arts and mathematics curricula adopted by the district. To enhance and to provide multiple opportunities for practice and mastery, teachers have identified content from supplemental materials, including materials from the CAASPP Digital Library. Our goal has been/will continue being to identify and to incorporate the tools that would allow students develop understanding and mastery of their grade level standards as described in the California English Language Arts and Mathematics Common Core Standards. A second focus in the area of curriculum and instruction has been/will continue being the exploration of the California English Language Development Standards and the ELD curriculum component provided under the new language arts adoption. This ELD process, in terms of designated and integrated ELD, remains at the mechanical level of implementation.

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

Fall 2018 California School Dashboard information:

Suspension Rate: As a district, the district’ status is in Orange for all students. The report identifies English learners, socioeconomically and disadvantaged, and Hispanic groups appear at the lowest performance (red), students in the

Homeless and Students with disabilities have shown a positive increase in terms of better attendance as compared to the previous school year showing a positive increase of 1.6 percent.

English Language Arts report delineates that our socioeconomically disadvantaged and Hispanic remain in the yellow section, our English learner population positively increased. The positive increase was 10.7 points in all groups in 2018 whereas only 4 points in 2017.

Mathematics report identified the status at the orange level and delineates that our English learners, socioeconomically disadvantaged, and Hispanic students dropped from the yellow section to orange. The 2018 data shows that we maintained at 1.3 points whereas there was a positive increase of 8.7 points in 2017 in the three student subgroups that represent all student population.

Chronic Absenteeism report reflects the district in the red level at a 17.4 percent and it shows an 8.3 percent increase. The rate is below the county and statewide rate, we will continue focusing and to develop practices that can assist us decrease chronic absenteeism among all subgroups..

To address the performance needs, the following steps will be planned as we pursue improvement and refinement:

English Learners

In order to address the needs of our English Learner population in the area of English Language Development, we will be providing professional development to teachers. These opportunities will focus on increasing the understanding of the ELD standards and the alignment of these standards to the speaking, writing, reading, listening domains addressed in the new English Language Proficiency Assessments for California (ELPAC). Furthermore, teachers will receive support in the form of training to receive tools that will help them provide services to help English learners progress as they gain increasing proficiency in English.

Our goal is to assist educators in understanding the information, so they can later develop learning opportunities in which students are expected to participate in dialogue and produce writing pieces in which students demonstrate and explain their thinking, construct arguments, describe and justify their point of view, and provide evidence for each as well as understanding the complexity of the English language.

Suspension Rate

We will continue providing intervention that promote the Restorative Justice Approach as well as learning opportunities for students to understand how to eradicate all different types of Bullying. In addition, we will work with multiple stakeholders in the revision of our Behavioral Plan. In addition, our school counselor will continue providing counseling session as well as lessons that focus on character education.

Chronic Absenteeism

Chronic absenteeism has been an area of extreme concern. Based on the feedback from multiple stakeholders, the team has decided that our proactive approach for the 2019-2020 school year, we will conduct outreach to all parents and students, through parenting classes, as it is our desire to inform them and support them in the areas of: (1) Combating Truancy; (2) Creating a Structure at home for Student Achievement; (3) Supporting Students' Social and Emotional Well-Being, among other topics. Our attempt is to raise awareness of school personnel, guardians/parents, and students of the negative effects of chronic absenteeism and the challenges associated with poor school attendance.

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

Fall 2018 there are no performance gaps

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

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

Develop a strong core program in Reading Language Arts and Mathematics with interventions and designated English Language Development that will help increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
<i>SBAC ELA Percentage Standard Met/Exceeded</i> <i>District 29%</i> <i>English Learners 29%</i> <i>L1 29 %</i>	<i>SBAC ELA Percentage Standard Met/Exceeded</i> <i>District TBA</i> <i>English Learners TBA</i> <i>L1 TBA</i>
<i>SBAC Math Percentage Standard Met/Exceeded</i> <i>District 25%</i>	<i>SBAC Math Percentage Standard Met/Exceeded</i> <i>District TBA</i>

<p><i>English Learners 25%</i> <i>L1 25 %</i></p>	<p><i>English Learners TBA</i> <i>L1 TBA</i></p>
<p><i>ELPAC</i></p> <p>The ELPAC testing began during the 2017-18 school year. We are still waiting to see how progress-growth will be identified under the new ELPAC criteria. Once this information is available, we will then set the annual indicators to monitor growth.</p>	<p><i>ELPAC</i></p> <p>Level 4-Well Developed 31.1% Level 3 - Moderately Developed 29.4% Level 2 – Somewhat Developed 25%` Level 1 – Beginning Stage 14.4%</p>
<p><i>2017-2018 Pupil Engagement: Attendance Rates</i></p> <p>Attendance Rate – 94.8% School Chronic Absenteeism -- 8.90% which is lower than the Imperial County and State (10.20% and 10.80%). Middle School Dropout Rates – Maintain at 0%</p> <p><i>Course Access</i></p> <p>We will maintain a 100 percent in 2017-2018.</p>	<p><i>2018-2019 Pupil Engagement: Attendance Rates</i></p> <p>Attendance -- <i>Information obtained from the Reporting Period 2 at a 94.98%</i></p> <p>School Chronic Absenteeism – <i>Data will be presented when released to the public.</i> Middle School Dropout Rates – Maintain at 0%</p> <p><i>Course Access</i></p> <p>We maintained a 100 percent in 2018-2019.</p>

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 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-1 Provide ongoing Professional Development for educators on CCSS. These opportunities will include the exploration of standards, instructional strategies, in-classroom modeling, student grouping and collaboration strategies to</p>	<p>We met this action. We had professional development opportunities. We had exposure to the Explicit Direct Instruction and English Learners strategies. Coaching was provided to teachers in the areas of</p>	<p>\$28,037 Supplemental and Concentration \$23,760 – 0000-1000 Salaries \$ 4,277 – 0000-3000 Benefits</p>	<p>\$30,000 \$24,847 - 0000-1000</p>

<p>increase academic discourse, coaching and lesson planning in the following areas:</p> <ul style="list-style-type: none"> ● Language Arts ● Mathematics ● Science ● History ● Professional Development Day in January <p>Provide professional development in which teachers explore the Common Core standards and develop lessons that engage the students in rigorous lessons that mirror the complexity and demands of the standards. Materials from the state adopted curriculum will be used to create materials for standards-based instruction along with other supplemental materials. Thee CAASPP digital library will be utilized to identify professional development and to select lesson items that can be adapted to the lessons developed. In addition, teachers will review data to identify areas of need that will need to be addressed during intervention time.</p>	<p>reading language arts, mathematics, and integrated and designated ELD instruction.</p> <p>During the course of the 2018-2019 school year, teachers participated in collaboration meetings. At these meetings, teachers have been creating the pacing of the language arts and mathematics components.</p> <p>Furthermore, teachers identified lesson components targeting rigor as identified in the interim assessments for language arts and mathematics. Teachers also used interim assessments in both language arts and math as pre and post assessments and as teaching/professional development tools.</p>		<p>\$5,153 - 0000-3000</p>
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Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-2 Purchase and replenish Science Kits that meet the California Next Generation Science Standards (NGSS). Professional development in terms of implementation will be provided as requested by the teachers and as funding allows.</p>	<p>This action was met as MESA kits were purchased and implemented. During the 2018-2019 school year, we have implemented the MESA program in grade 8 and the Project Lead the Way program in grades 2 through 4. These selections meet the California Next Generation Science Standards and were designed to create</p>	<p>\$7,000 Supplemental and Concentration 0000-4300 - Supplies</p>	<p>\$13,561 0000-4300</p>

<ul style="list-style-type: none"> ● MESA in grade 8 ● Project Lead the Way in grades 2-4 	<p>engaging learning environments that allowed students to develop in-demand skills as they solved important challenges that can contribute to the real world global progress to help the advancement of society.</p> <p>In addition to the implementation of the Science curriculum, the district decided to pilot multiple social studies curricula and decided to move forward and complete the adoption of the social studies curriculum.</p>		
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Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-3 Provide transportation for one local educational field trip per grade level per year to increase educational experiences away from regular school to help increase students background knowledge.</p>	<p>This action was meet. Students participated as part of a grade level field trip:</p> <p><i>Kinder – Imperial County Mid Winter Fair</i></p> <p><i>Grade 1 - Farm Smart</i></p> <p><i>Grade 2 – Farm Smart</i></p> <p><i>Grade 3 – Ocotillo Wells</i></p> <p><i>Grade 4- San Diego de Alcala Mission Natural History Museum</i></p> <p><i>Grade 5 – IVC Planetarium</i></p> <p><i>Grade 6 – Drug Store IV Fairgrounds</i></p> <p><i>Grade 7 – Science, Technology Engineering, and Math Festival ICOE</i></p> <p><i>Grade 8 –IVC and BUHS</i></p> <p><i>SDC - Mini Rodeo</i></p> <p><i>Imperial County Mid Winter Fair</i></p> <p><i>Naval Air Show</i></p> <p>During the 2018-2019 school year, we have implemented grade level educational field</p>	<p>\$6,000</p> <p>Supplemental and Concentration</p> <p>0000-5710 - Transfers for transportation</p>	<p>\$6,000-</p> <p>Supplemental and Concentration</p> <p>0000-5710 - Transfers for transportation</p>

trips that have allowed our students to participate in culturally enriching activities. These outside school activities have helped create background knowledge that is reflected in the ways students are able to observe, evaluate, associate, compare, describe, discuss, and write about the targeted topics. Students were able to notice and to describe more details in terms of the images created during the field trip experiences as they were exposed to diverse ideas, people, places, and in some instances time periods.

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-4 There will be 2 special education teachers to service the RSP/SDC program. Instructional assistants will be provided to assist with special education to ensure a broad course of study for Special Education Students.</p> <ul style="list-style-type: none"> ● Two 5-hour assistant ● Two 3-hour assistant 	<p>This action was met as there were 2 special education teachers providing RSP/SDC services.</p> <p>Currently we have two RSP/SDC teachers who collaborate with general education teachers to ensure that lessons are provided to students by providing the relevant and applicable scaffolds needed for the students to increase learning and meet the student’s IEP goals. Teachers implement learning experiences that meet students learning modalities regardless of their level of readiness. Due to the increase enrollment in terms of students who qualified for RSP/SDC services, the decision was made to hire four 5-hour instructional assistants. Instructional assistants provided support while small group instruction was given.</p>	<p>\$79,834 Supplemental and Concentration \$63,360 – 0000-2900 - Salaries \$16,474-0000-3000 - Benefits</p>	<p>\$75,000 \$61,420 - 0000-2900 \$13,580-0000-3000</p>

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-5 Instructional Assistants will be offering services in kindergarten.</p> <p>Two 5-hour assistants</p>	<p>We met this action. Due to the increase enrollment in grades kinder an additional teacher had to be hired. Therefore, this action was modified in terms of hiring three 5-hour instructional assistants instead of the originally identified in this action. These three instructional assistants assist teachers in the implementation of small group instruction that focuses on services designed for pre-teaching, reteaching and/or enrichment activities as well as oral language development opportunities.</p>	<p>\$45,360</p> <p>Supplemental and Concentration</p> <p>\$36,000 – Salaries 0000-2900</p> <p>\$ 9,360 - Benefits 0000-3000</p>	<p>\$45,360 - Supplemental and Concentration</p> <p>\$36,000 - 0000-2900</p> <p>\$9,360 - 0000-3000</p>

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-6 <i>Math Seeds, Reading Eggs, English In a Flash, Renaissance Learning and Think Cerca</i> will be used as a supplemental resource to pre-teach, reteach or challenge students as teachers, through collaborative approaches, decide if the intervention tool is applicable and for the applicable grade levels.</p>	<p>We met this action.</p> <p>During the 2018-2019 school year, the <i>Think Cerca</i> component was used in grades 3-8. The utilization was at the mechanical level of implementation as the team was trying to familiarize with the new language arts components and the content of the Language Arts and Mathematic California Common Core Standards as well as the</p>	<p>\$32,226</p> <p>Supplemental and Concentration</p> <p>0000-4300 - supplies</p> <p>Mathseeds - \$1,380</p> <p>Reading Eggs - \$950</p> <p>Renaissance - \$11,796</p> <p>ThinkCERCA - \$15,600</p>	<p>\$35,000</p> <p>Supplemental and Concentration 0000-4300</p>

	claims for Mathematics as seen in the interim assessments. Teachers in grades K-2 have utilized the <i>Mathseeds</i> and <i>Reading Eggs</i> components.	English in a Flash \$2,500	
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Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions 1-7 Continue teacher recruitment and retention of high-quality teachers. This will cover support provider stipends, sub cost for mandated activities, and other applicable expenses.</p> <ul style="list-style-type: none"> Three teachers will participate in the Induction Program Two teachers will be in Interim status <p>Two full-day substitute teachers per month, so participants can conduct classroom observations</p>	<p>The action was met as the district allowed Induction Program participants to participate in all available professional development opportunities provided by the local county office of education, other agencies as well as the professional development provided by the school district.</p> <p>Under the current school year, we had:</p> <ul style="list-style-type: none"> Four teachers participated in the Induction Program One teacher was interim status 	<p>\$15,00 Induction Participants \$ 5, 000 Interns \$2, 400 Substitutes Supplemental and Concentration \$15, 000: 0000-5800 \$5,000: 0000-1170 \$900: 0000-3000 \$2, 400: 0000-1160 \$432: 0000-3000</p>	<p>\$23,732 Supplemental and Concentration \$15,000 - 0000-5800 \$ 5,000 - 0000-1170 \$ 900- 0000-3000 \$ 2,400 - 0000-1160 \$ 432 - 0000-3000</p>

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-8 Continue the Vice Principal/Student Advocate position to help oversee the academic programs. In addition, she will be attending professional development to remain current in terms of current and relevant research practices.</p>	<p>We have met this action.</p> <p>During the 2018-2019 school year, the Vice Principal/Student Advocate has focused on allowing educators to participate in collaborative practices in which they have opportunities to strategically select components from the</p>	<p>\$72,541 Title One \$56,681 – Salaries 3010/1900 \$15,860 – Benefits 3010/3000</p>	<p>\$72,541 - Title One \$56,681 - 3010-1900 \$15,860 - 3010-3000</p>

language arts and mathematics adopted curricula. Teachers have been given opportunities to identify materials from these resources that address the California Common Core Standards. In addition, she has collaborated with teachers as they have developed materials in which claims have been included as well as identifying how they were going to implement the interim assessments for both language arts and mathematics. Based on the dialogue, intervention and enrichment activities have been identified and reproduced to be implemented as part of the lessons.

Action 1.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-9 In addition to the daily designated ELD time, Newcomers will receive additional EL support by the EL Resource Teacher.</p> <p>Two full-days of professional development</p>	<p>Action met.</p> <p>In addition to the daily designated and integrated ELD services, newcomers received an additional hour of English language development lessons on Mondays, Tuesdays, and Wednesdays. Based on the ongoing reflective practices in place, it was decided to provide coaching opportunities for the EL Resource Teacher where an ICOE coach provided this support. The focus was to identify instructional strategies that provided language supports that Newcomers could use during integrated and designated ELD instruction.</p>	<p>\$17,248</p> <p>Title III</p> <p>\$14,475 – Salaries 4203/1180</p> <p>\$2,773 – Benefits 4203/3000</p>	<p>\$17,248 Title III</p> <p>\$14,475 4203-1180</p> <p>\$ 2,773 4203-3000</p>

Action 1.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-10 Provide test administrators to administer the ELPAC assessment. Testing will be ongoing for incoming and returning students.</p>	<p>This action was met as test administrators were trained and have been administering the ELPAC test. ELPAC test administrators were trained to ensure that their grading was calibrated when using the ELPAC rubrics. This training was provided by the local county office of education.</p>	<p>\$8,060 Supplemental and Concentration \$6,000 – 3160/2900 - Salaries \$1,560 – 3160-3000 – Benefits \$ 500 – 0000/4300 - Supplies</p>	<p>\$8,060 Base Funding \$6,000 - func 3160-2900 \$1,560 - func 3160-3000 \$ 500 - 0000-4300</p>

Action 1.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-11 Continue the certificated position to implement a consistent pull-out program for interventions for students who are struggling readers (RtI). Eighteen full-day substitutes for the entire school year to cover as SST meetings are being conducted. Two per month.</p>	<p>This action was met as we hired a certificated educator who provided services to all students identified as at-risk in terms of Reading in grades 1- 3. These services were provided from Monday through Friday.</p> <p>We currently provide Response to Intervention (RtI) services in the area of reading. Students receive daily instruction that focuses on word recognition, blending, spelling, fluency, and reading comprehension. During the course of the school year, the SST team meets to identify specific areas of needs that would be targeted during RtI instruction. Resources that support the targeted areas are provided to parent/guardian to provide additional support at home to increase reading and comprehension.</p>	<p>\$125,231 Supplemental and Concentration \$92,573 – Salaries 0000/1900 \$27,088 – Benefits 0000/3000 \$ 2,160 – Salaries 0000/1160 \$ 410 – Benefits 0000/3000 \$ 1,500 – Supplies 0000/4300 \$ 1,000 – GATE Supplies 0000/4300</p>	<p>\$125,231 - Supplemental and Concentration \$92,573 0000-1900 \$27,088 0000-3000 \$ 2,160 0000-1160 \$ 410 0000-3000 \$ 1,500 0000-4300 \$ 1,000 0000-4300 \$ 500 0000-4300</p>

	The members of the team are: (1) Homeroom teacher; (2) RtI teacher; (3) parent/guardian; (4) vice principal and (5) School Counselor.	\$ 500 – SST Supplies 0000/4300	
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Action 1.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-12 The district will set aside money for alternative supports for students normally eligible for Students Educational Services (SES).</p> <p>These alternative supports will be provided through the implementation of After-School tutoring (all grade levels) and Credit Recovery (grade 8).</p> <p>Transportation will be provided as part of SES when applicable.</p>	<p>This action was met as teachers provided specific after school tutoring sessions which were offered to all students. These sessions focused on reading language arts and mathematics supports.</p> <p>After school tutoring was provided during the course of the school year. The focus was instruction in terms of reading language arts and mathematics.</p> <p>Credit Recovery services have been provided one hour a week. Services began on November 26, 2018 and will end on May 28, 2019.</p>	<p>\$35,450</p> <p>Title One</p> <p>\$5,000 – Salaries 3010/1000</p> <p>\$ 950 – Benefits 3010/3000</p> <p>\$24,500 – Transportation Set-a-side 3010/3600/5200</p> <p>\$5,000 – Supplies 3010/4300</p>	<p>\$20,494 - Title One Salaries 3010-1000</p> <p>\$ 3,912 Benefits 3010-3000</p> <p>\$ 1,000 Supplies 3010-4300</p>

Action 1.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-13 The district will set consultation meetings with Private Schools. The district will set aside the required per pupil amount to fund those private school that agreed to receive funds from WUED.</p>	<p>We met this action as the consultation was conducted. None of the private schools agreed to received funds.</p>	<p>\$50 Title One 3010/4300 Supplies</p>	<p>\$20 - Title One 3010-4300</p>

Action 1.14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1-14 A fifteen-day Summer School will be provided to students identified at-risk.</p> <ul style="list-style-type: none"> ● Four regular teachers ● One special education teacher ● One special education paraeducator 	<p>This action will be met. A fifteen-day Summer School session will be provided. The following personnel and focus will be available:</p> <ul style="list-style-type: none"> ● Four General Education Teachers who will focus on reading language arts, mathematics, and STEM lessons. ● One General Education Teacher who will focus on MESA lessons. ● One Special Education Teachers who will provide extended school year services. ● One paraeducator who will be placed in the Extended school year class. 	<p>\$25,491 Title One \$18,900 – 3010/1000 Salaries \$ 3,591 – 3010/3000 Benefits \$ 3,000 – 3010/4300 Supplies</p>	<p>\$25,491 - Title One Salaries 3010-1000 \$3,591 - Benefits 3010-3000 \$3,000 - Supplies 3010-4300</p>

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.

Actions and services for this goal were generally implemented as planned. We were able to fully implement the collaboration meetings. One of the major challenges was that time was a major and ongoing one. Although this is not our first year implementing the reading language arts and mathematics curricula, we are still learning how to best use the components to enhance our lessons as well as other learning opportunities. As we have included the implementation of the CAASPP Interim Assessments, we have learned that current teaching practices should be revised to provide students opportunities to learn through lessons that address the complexity of the California State standards. Analyzing the components in our state adopted curricula and supplemental materials, such as the California Smarter Balanced Digital Library, to ensure alignment with the California Common Core Standards has been consuming and at times challenging. This approach was implemented for the areas of reading language arts, mathematics, designated and integrated English Language Development.

Our goal during collaborative practices was to enhance lesson planning that provided opportunities for all students to increase their speaking, writing, sight and meaning vocabulary to increase students' academic language. Background knowledge was an additional focus which was addressed when teaching technical academic language and specific academic language (domain specific). Fluency in the usage of literal, inferential, and evaluative comprehension skills were a key emphasis in lesson planning and intervention development.

Because we understand the high demands identified in the California State Standards, the 2018-2019 focused on academic achievement that guided the evaluative practices and the discourse regarding first teaching, interventions, and well as other practices.

The practices identified in the actions for Goal 1 are effective practices that have been reported, by leading experts in the field of education, as effective (Richard Dufour, Robert J. Marzano, Michael Fullan, Jana Echeverria among others). In addition, the practices implemented during the course of the 2017-2018 and 2018-2019 school years have been approaches supported by resources learned and obtained at the annual CAASPP Institutes and current research based and research proven practices learned through professional development services provided by the local county office of education and literature of effective practices. At these institutes, we have learned about collaborative practices and resources that have been identified as useful for students in California. Anecdotal data from teachers and other educators has provided information regarding how teachers are enjoying having the opportunity to collaborate and plan with their peers as they get to brainstorm, plan together, and learn from their colleagues. Teachers have shared that they feel more prepared to teach the units developed during collaboration time as they are able to develop specific and strategic scaffolds for students as well as having an understanding of the rigor presented in the interim assessment. This level of awareness has helped teachers to reconsider their teaching delivery.

In terms of positive student achievement, it is through the implementation of the practices listed above, along with reflective and refinement opportunities, that we will see positive results. Data from the interim assessments have allowed us to celebrate the increase of academic achievement and has allowed us to see the gaps that need to be closed through the use of reteaching sessions and other interventions. As mentioned before, the

Westmorland Union Elementary School District has recognized and adopted effective practices and it is working to main consistency based on data results to evolve from a mechanical level of implementation to a refined one.

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

The actions and services under goal 1 describe effective research based and research proven practices. Through a comprehensive evaluation process completed with the local county office of education designed for district improvement purposes, it was identified that some refinement of monitoring practices needed to be in place. One of the conclusions was that we need to provide ongoing coaching for educators to provide support in terms of implementing effective teaching practices. The goal will be to allow teachers to reflect on how lessons, teaching delivery, and student engagement is needed to increase student achievement. Specific practices to increase level of effectiveness will be decided once our new superintendent joins our district on July 1, 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budget and the LCAP. The biggest differences were when a goal was not met and there were not expenditures or when we met the goal, but we were able to implement it in a creative way that did not require any expenditure.

Action

- 1.1 For this action, we provided collaborative practices/professional development during District Collaboration days and we did not required to cover substitute expenditures.
- 1.2 When purchasing the Refill Kits for Project Lead the Way, we noticed that the amount was higher than we had projected.
- 1.4 Overtime was approved to complete tasks included under this action.
- 1.5 Overtime was approved to complete tasks included under this action.
- 1.6 The Mathseeds and Reading Eggs programs has a slight increase over the prior year.
- 1.12 Not all teachers volunteered to provide after school services. Therefore, no stipends were paid.

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.

Analysis

Based on the analysis, the number of students scoring at the proficiency levels is low. Data from summative assessments, 2017-2018 school year shows that English learners for the most part are not reaching the “met the standards” indicators for both language arts and mathematics. In addition, we have seen that school attendance has been a major challenge. The team is aware that a high level of students entering a grade level come with academic gaps.

Change

We will continue our collaboration meetings in which we will explore and identify components from the curricula to assist teachers teach grade level material. Teachers will continue to reflect on the concepts they will be exploring as well as the data from both formative and summative assessment. After reviewing data from formative assessments, teacher will provide daily targeted intervention to close the achievement gap. We will provide experiences in which we meet, and address various teachers’ needs in terms of new and seasoned teachers. These activities include scaffolding lessons/professional development that accommodates teachers’ needs for prerequisite skills. For the 2019-2020 school year, we will continue implementing the CAASPP interim assessments as teaching tools, assessments and/or as opportunities for professional development. We will utilize the computer-based programs to allow students to have an additional opportunity to interact with the targeted grade level skills. In addition, we will ensure that students have ongoing opportunities to complete performance tasks type work. This will allow students to engage in real life tasks in which they will have to decide which skills they will use to attack the task. The purpose of implementing performance tasks in both language arts and mathematics will be to: (1) allow student to be guided, through and explicit direct instruction approach as well as independent practice and (2) to interact with material in which learners will have to interpret, integrate information, analyze information and resources as well as use evidence to present their claims. Concept and skill development will be delivered by using an explicit direct instruction approach in which relevant steps will be generated for students’ usage.

Annual Update

LCAP Year Reviewed: 2019-20

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

Establish a school climate that positively supports the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school.

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)

Annual Measurable Outcomes

Expected	Actual
<p>Decrease overall absenteeism including unexcused absences and tardies by 10%.</p> <p>Increase Daily attendance rate to 97% or higher.</p> <p>Decrease chronic absenteeism by 10%.</p> <p>Maintain a suspension rate of 5% or lower.</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies by 10%. _____</p> <p>Increase Daily attendance rate to 97% or higher. _____</p> <p>Decrease chronic absenteeism by 10%. (TBA in California Dashboard)</p> <p>Maintain a suspension rate of 5% or lower. (TBA in California Dashboard)</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>

Number of People that will be surveyed 100 percent.	Surveys were available for all parents.
California Healthy Kids Survey will be administered every other year. School Climate Survey completed by students in grades 3 through 8.	All students in grades 3-8 completed the 2018-2019 School Climate Survey.

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 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.1 Continue the part-time school counselor to work with teachers, students, and parents on attendance, anti-bullying, Six Pillar of Character Education, and teaching tolerance.</p>	<p>We met this action as the school counselor provided ongoing support to students. He visited classrooms and met with students in one-to-one and small group settings. These services were implemented to increase the awareness of bullying prevention techniques and character skills. Our school counselor's lessons focused on the importance of responsibility by acting ethically and by resolving differences peacefully, the importance of respecting the dignity and property of others. The support systems have allowed us to help the students understand the importance of perseverance, initiative, and responsibility. Our goal has been to enable the students, so students can flourish intellectually, personally, and socially.</p> <p>This position was a full-time position.</p>	<p>\$100,062</p> <p>Title One/Supplemental & Concentration</p> <p>\$37,842 – 3010/1200 Salaries Title I</p> <p>\$37,842 – 0000/1200 Salaries S&C</p> <p>\$12,189 – 3010/3000 Benefits</p> <p>\$12,189 – 0000/1200 Benefits S&C</p>	<p>\$18,494 - 3010/1200 - Title One</p> <p>\$18,494 - 0000/1200 - Supplemental and Concentration</p> <p>\$ 3,531 - 3010/3000 - Title One</p> <p>\$ 3,531 - 0000/3000 - Supplemental and Concentration</p>

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.2 Provide professional development for staff, students, parents, and school community on strategies to protect and address issues of bullying, tolerance, school-wide discipline, and positive behavior interventions.</p>	<p>This action was met. We received learning opportunities, in the form of presentation or training, in terms of: Trauma Informed practices</p> <ul style="list-style-type: none"> ● School Attendance ● Resolving Differences Peacefully ● Responsibility ● Perseverance ● Restorative Justice ● Decision-Making 	<p>\$500 Supplemental and Concentration 0000/5800</p>	<p>\$1,250 Supplemental and Concentration 0000-5800</p>

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.3 Assemblies will be offered in which the target is character building, attendance, promoting positive school atmosphere, no discipline referrals, honor roll, etc. Continue a Recognition of Attendance program that includes Attendance Certificates, Classroom Attendance Incentives, and other applicable prizes.</p>	<p>We met this action. We currently have three assemblies (K-2, Grades 3-5, and Grades 6-8). This has allowed parents and other family members to attend assemblies that are short and well organized.</p> <p>The goals of these assemblies have been to:</p> <ol style="list-style-type: none"> 1. Develop a feeling of affiliation and unity among students. 2. Develop in students a sense of identity with the school. 3. Provide experiences that promotes acceptable social behaviors accepted in public life. 4. Motivate students through the use of positive reinforcement in the form of praise and recognition in public. 	<p>\$15,960 Supplemental and Concentration 0000/4300</p>	<p>\$4,676 Supplemental and Concentration 0000-4300</p>

- 5. Enable students to create experiences and anecdotes.
- 6. Increase awareness of positive effect in terms of daily attendance.

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.4 We will purchase additional books for the library to provide a wide selection of fiction and non-fiction literature for students in grades K-8.</p>	<p>This action was met. Both teachers and students have had the opportunity to suggest titles, topic, and/or authors they wanted to see represented in the school's library.</p> <p>Nonfiction Books: 220 Fiction Books: 561 Chapter Books: 435 Non-chapter Books: 346 Spanish Books: 31</p> <p>TOTAL: 781 Books</p>	<p>\$7,000</p> <p>Supplemental and Concentration</p> <p>0000/4300</p>	<p>\$9,000 Supplemental and Concentration 0000-4300</p>

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.5 In order to promote reading, the school will offer an Accelerated Reading (AR) Store in which students can purchase rewards based on the number of AR points accumulated during established times.</p>	<p>This action was met. Based on the feedback provided from stakeholders, it was decided to have a field day who had met the total number of AR. This allowed more students to participate. In addition, there was a movie/popcorn day for students who met their second AR goal.</p>	<p>\$2,000</p> <p>Supplemental and Concentration 0000/4300 – Incentives \$500/Qtr</p>	<p>\$2,000 Supplemental and Concentration 0000-4300</p>

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.6 Support academic enrichment through programs such as Art.</p>	<p>This action was met. An art consultant was hired for her to teach students theory and other related information about Van Gogh. The painting project was the Starry Nights in the Desert.</p>	<p>\$4,500</p> <p>Supplemental and Concentration 0000/4300 - Supplies</p>	<p>\$5,000 Supplemental and Concentration 0000-4300</p>

Action 2.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.7 Assess school equipment given to each classroom, equipment for sports team at the junior high, and uniforms, update as needed.</p>	<p>We met this action.</p> <p>Coaches for each sport created and inventory and identified the items that need to be replaced and purchase.</p> <p>We replaced some equipment and uniforms as the need was reported.</p>	<p>\$10,000</p> <p>Supplemental and Concentration 0000/4300</p>	<p>\$12,363 Supplemental and Concentration 0000-4300</p>

Action 2.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.8 Maintain contract with ICOE to supplement Health & Wellness positions: Speech Therapist, School Nurse, School Psychologist.</p>	<p>We met this action as we hired these personnel.</p> <p>These members have provided services to students to meet the specific need of students in terms of the Individualized Education Plan (IEP) and health needs that can be addressed at the site level.</p>	<p>\$128,747</p> <p>SPED; Supplemental and Concentration</p> <p>6512/5800 \$45,538 SPED</p> <p>6500/5800 \$34,976 SPED</p> <p>0000/5800 \$48,233 S&C</p>	<p>\$128,747</p> <p>\$45,538 SPED 6512-5800</p> <p>\$34,976 SPED 6500-5800</p> <p>\$48,233 Base 0000-5800</p>

Action 2.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.9 Provide basic necessity supplies for Foster Youth and students under the McKinney Vento programs as needed.</p> <ul style="list-style-type: none"> • Transportation • Supplies 	<p>We met this action.</p> <p>We provided training to all school staff to provide awareness of the students' rights and the identification process and services available to students that qualify under the McKinney Vento Program.</p>	<p>\$20,000</p> <p>Supplemental and Concentration</p> <p>\$15,000 Transportation 0000/5710</p> <p>\$ 5,000 Supplies 0000/4300</p>	<p>\$15,000 Transportation 0000-5710 - Supplemental and Concentration</p> <p>\$ 3,000 Supplies 0000-4300 - Supplemental and Concentration</p>

Action 2.10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.10 Continue the Vice Principal/Student Advocate position to coordinate extracurricular activities and to support staff and students with school-wide discipline issues.</p>	<p>This action has been met. Teacher and parents have been informed of the protocol that was going to be implemented during the course of the 20198-2020 school year. Multiple presenters from local law enforcement agencies (at no cost). Topics covered included drug and alcohol prevention, bullying, Internet safety, safe school routes, respect, and crime reporting.</p>	<p>\$72,541 Supplemental and Concentration \$56,681 – Salaries 0000/1900 \$15,860 – Benefits 0000/3000</p>	<p>\$72,541 Supplemental and Concentration \$56,681 Salaries 0000-1900 \$15,860 - Benefits 0000-3000</p>

Action 2.11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.11 Continue articulation with Brawley High School District to create a transition plan for 8th grade students.</p>	<p>This action has been met. During the course of the 2018-2019 school year, there was ongoing communication with program directors, counselor, and principal to ensure that there was a well-developed transition period for students in grade 8 that will be attending Brawley Union High School. The action's purpose has been to ensure students' success and minimize initial feelings of anxiety and to provide helpful information to the students about resources, locations, strategies for academic success, ways to get involved in clubs, and more.</p>	<p>\$1,000 LCFF 0000/4300 – Supplies</p>	<p>\$300 - Base 0000-4300</p>

Action 2.12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.12 Conduct a survey (staff, parents and students) to identify needs pertaining to safety and supervision. Based on data gathered from the feedback from multiple stakeholders, we will refine and implement a safety plan. The implementation will be closely monitored to ensure an environment free from physical and psychological harm.</p>	<p>This action was met. We have 100 percent response from students and certificated and classified staff. Parents response rate was at a 95%.</p> <p>Based on the reflection from the various meetings and surveys with different stakeholders, it was agreed that we need to rethink how we are gathering data to make improvements in terms of current practices. The goal is to use data from these tools to begin improvements throughout the fabric of the Westmorland Union Elementary School District.</p>	<p>\$1,000 LCFF 0000/4300 – Supplies/Copies</p>	<p>\$1,350 - Base 0000-4300</p>

Action 2.13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.13 Maintain and update facilities as needed per results of the FIT, as a Williams School. Communication will be provided to all stakeholders to inform of the projects done.</p>	<p>This action was met.</p>	<p>\$20,000 LCFF 8100/4380 – repairs/replace items needed to stay compliant</p>	<p>\$47,000 - Base 0000-8100-4380</p>

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.

Actions and services for this goal were generally implemented as planned. The school counselor provided lessons and other services in which the focus was character education and bullying prevention. The information was also presented to parents and classified and certificated staff.

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

One of the challenges that we continue to have is that we continue to receive referrals that describe behaviors that show that students have a difficult time in terms of self-control and respect. Part of our challenge is helping students develop positive self-regard based on the values such as responsibility, honesty, and kindness and on faith in their own capacity for goodness. The tools and approaches used/implemented to meet this goal are initiatives of effective practices as seen in the most current literature in the field. Our approach has been proactive and sustained. We understand that action learning is effective, but we have also adopted a reflective approach to guide our actions. Through the implementation of the actions under goal 2, we have learned that techniques by themselves (practices) are just tools that would not give maximum dividend unless the team reflects on how action are implemented and what the data states in terms of outcomes. Therefore, the overall effectiveness of the actions under goal 2 are positive as we are not just doing things, we are reflecting on doing. Anecdotal data has been collected which shows that parents, students, and other stakeholders like and see the benefits of the practices under this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between the budget and the LCAP. The biggest differences were seen when there were expenditures not foreseen in terms of the Safety Plan components and the need to invest in infrastructure designed to provide a safe environment as requested by stakeholders.

2.8 Salaries were higher than what we originally budgeted. MOU created by Imperial County Office of Education

2.9 The amount presented under the actual expenditures shows the transportation that was provided to McKinney Vento students.

2.12 Based on the feedback from stakeholders during the evaluation the following items had to be purchased which were not initially budgeted.

- * Contracted with Envision company to compile Safety Plan

- * We paid Attorney fees for board policies, required for safety plan, to be updated.

- * We purchased and installed an office gate to be able to control traffic entering the main office and campus.

- * Provided professional development in the area of safety regulations to staff.

- * Had to install a cashier window unit tempered with clear glass with a speak-through unit.
- * Monitor, three cameras, and speaker for main office.
- * Twenty-seven cameras and camera signs that will be displayed around campus to increase security.
- * Snacks and water were placed in each classroom for Emergencies in which students have to remain in the classroom due to a lockdown.
- * Two electrical gates (cafeteria area and bus area) to control access of any trucks that need to deliver products to our school.

2.13 This action shows the actual cost for the repairs needed for the 2018-2019 school year. 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.

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.

Analysis

Based on the narrative of the actual services that were provided during the 2018-2019 school year, we are able to state that our services are effective as we continue to gain conceptual insight while implementing these actions. Formative feedback from stakeholders during implementation phase has governed what we do and what we have modified during the implementation phase as we direct and redirect further actions. Our goal has been to find meaning, increase skill development, and make continuous contribution as we have tried to fulfill the goals and actions of the organization.

Change

As part of the change process, we will continue to work with students, parents, and staff in terms of respect, bullying prevention, and character education, so students eventually internalize the moral rationale and act responsibly on their own. We will continue increasing learning experiences that target honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, empathy, and courage. It is our intent to attain an environment of knowing the good, desiring the good, and doing the good as well as focusing on a restorative approach. The change will be seen as we are refining the practices and approached to meet each action.

Annual Update

LCAP Year Reviewed: 2019-20

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

Goal 3

Increase communication among all stakeholders (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).

State and/or Local Priorities addressed by this goal:

Priority 3: Parent Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Annual Measurable Outcomes

Expected	Actual
<p>Student Information System Survey Section</p> <p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p>	<p>Parents were invited to complete the School Climate Survey. Only twenty parents completed the survey.</p>
<p>Parent Involvement</p> <p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p> <p>Hold at least three (3) LCAP Sessions and increase percentage.</p>	<p>Parents were invited to complete the School Climate Survey. Only twenty parents completed the survey.</p> <p>The school held seven LCAP session to review implementation of the 2018-2019 school year and to receive feedback.</p>

<p>Certificated and Classified Staff Survey Number of People that will be surveyed will be greater than the previous year.</p>	<p>To better gather feedback from school stakeholders, we had sessions for them to provide clear description(s) of their feedback with examples rather than just providing feedback using a rating scale. The feedback collected contained clear examples of why actions did not work; needed to be revised; or needed to be modified.</p>
<p>Healthy Kid Survey and School Climate Survey Grades 3 through 8</p> <p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>	<p>All students in grades 3-8 completed the surveys.</p>

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 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3.1 Maintain Parent Communication in a variety of ways: year long calendars for each family, fliers posted around town, marquee maintenance. The district’s school website will be reviewed (with the feedback of teachers and parents) to ensure that it is user friendly when navigating all components. Parents will receive training on how to retrieve students grades through a Parent Portal. We will continue paying the licenses to maintain our phone system.</p> <p>A Parent/School Compact will be created to identify how we can work together with parents to help children achieve the state’s</p>	<p>We met this action.</p> <p>Our current practice has been to maintain clear communication among stakeholders. As the year has progressed, we have received feedback from teachers, parents, students, and community members about areas that can be improved to refine our current communication practices. Our goal has been to maintain good solid organizational communication that eliminates barriers; resolve problems and builds stronger workplace relationships for increased productivity. To reach this, we: (1) sent monthly calendars; (2) updated our</p>	<p>\$9,000 LCFF 0000/4300 \$5,000 – Maintain Licenses \$2,000 – Fliers \$2,000 – Maintain Marquee</p>	<p>\$9,000 - Base \$5,000 -0000-4300 \$2,000- 0000-4300 \$2,000- 0000-4300</p>

<p>high academic standards. This document will be the focus of conversations at parent-teacher conferences throughout the school year.</p>	<p>website to ensure that information was current and relevant; and (3) disseminated information about school events in different locations around town. Parent-teacher compact is revised each year with the input of all stakeholders.</p>		
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Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3.2 Opportunities for parent involvement: Parent Conferences, Back to School Night, Open House, Grade Level Family Nights, and other special events as decided by school organizations. Parents of all students, including unduplicated and SPED students will be asked for input on the types of trainings to offer. Survey parents on next steps for continued parent involvement and needs for classes/events.</p>	<p>This action was met. It has been our attempt to ensure that:</p> <ol style="list-style-type: none"> 1. The first contact with parents is a positive one. 2. All parents have regular access to clear, concise, and easily readable information about school's events. 3. We ask parents to share their concerns and feedback. 4. We establish regular, meaningful communication between home and school. 5. Parents are invited to act as full partners in making school decision that affect the students. <p>Some specific activities accomplished this year were that we met with parents during parent conferences and Student Support Team meetings (SST). We held a parent night, open house, Donuts with the counselor, Coffee and Donuts with Mom, and Donuts with Dad. Through the interaction with parents, during the course of the school year, we asked parents/guardians and community members</p>	<p>\$3,000 LCFF 0000/4300 Supplies/Fliers</p>	<p>\$1,000 Base 0000-4300</p>

to provide feedback in terms of the type of training and other services they would like to receive.

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3.3 In order to best inform parents and students about students’ achievement level, we have created standard-based report cards and we will review our current grading and retention policies. Ongoing professional development in the areas of how to create grade books, progress notices, and complete comments in these documents. In addition, grading and retention policies will be reviewed and revised as applicable. Teachers and parents will be a crucial part of this process.</p> <p>In order to ensure an effective transition, parents will be trained to learn how to access online students records in terms of grades and attendance. In addition, parents will receive information about attendance, grading, what their child(ren) are expected to learn in terms of the grade level California Common Core Standards, and retention policies.</p>	<p>This action was met. Teachers in grades K-8 worked collaboratively in the design of a report card using the Jupiter program. These report cards were translated into Spanish. Seasoned teachers offered help to other teachers who were not familiar with gradebook features. Closer to the end of the first quarter, parents were invited to attend a training, which was offered during the course of one week, so they could learn how to access the Parent Portal feature to access student’s grades and attendance.</p>	<p>\$3,000 LCFF 0000/4300 Supplies for trainings/renewal of report cards</p>	<p>\$3,000 - Base 0000-4300</p>

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3.4 Provide professional development to certificated and classified staff, parents, and students on school-wide discipline plan, positive behavior interventions, and safety expectations.</p>	<p>This action was met. At the beginning of the school year as well as during the course of the year, supervisors were given a training in which they were presented with information regarding the school-wide discipline plan that was created by the teachers (classroom rules, playground rules, and referral process). In addition, they reviewed safety expectations. During open house and parent-teacher conferences parents were informed about these topics.</p>	<p>\$800 LCFF</p>	<p>\$800 - Base 0000-5800</p>

Action 3.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 3.5 Our current discipline plan will be revised. New revised referral forms will be created. This plan will identify classroom rules, playground rules, cafeteria rules that are appropriate. They will be well publicized, consistently enforced, and nondiscriminatory. This plan will consider the due process of all students which they are entitled to receive. We will continue focusing on implementing learning activities that promote the: (1) Restorative Justice Approach; (2) Circle of Friends; and (3) Corrective Action.</p>	<p>We met this action. We conducted meetings with stakeholders to review these items and to get feedback for improvement purposes. This was done throughout the course of the school year during SSC, DELAC, and Migrant meetings that are open to the public. In addition, we presented this information at parent orientation meeting and revisited during parent nights, parent-teacher conferences, SST meetings, IEP meetings, and open house.</p>	<p>\$7,000 LCFF \$5,000 outside services 0000/5800 \$2,000 supplies 0000/4300</p>	<p>\$3,500 Base - supplies 0000-4300</p>

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.

Actions and services for this goal were generally implemented as planned. We maintained an ongoing improvement approach that was guided and was crafted as a result of continuous feedback provided by parents, teachers, and students. We have been pleased with the fact that we have a committed group of parents, teachers, and students serving as part of our School Site Council, Migrant, and DELAC committees. The actions under this goal were designed to increase communication among stakeholders to increase level of participation. Parent involvement show in increase as parents continued to attend assemblies, school-wide activities, and parent conferences. The challenges have been seen as parents' participation is low in terms of parents attending SSC and DELAC meetings.

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

The actions and services under goal 3 describe effective research based and research proven practices. Through a comprehensive evaluation process completed with the local county office of education designed for district improvement purposes, it was identified that some refinement of monitoring practices needed to be in place. One of the conclusion was that we need to provide ongoing coaching for educators and other stakeholders to provide support in terms of implementing effective practices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We attempt to continue our current practices to maintain clear communication among stakeholders. We continue to listen to feedback from teachers and parents about areas of improvement. Our goal is to maintain good solid organizational communication that eliminates barriers; resolve problems and builds stronger workplace relationships for increased productivity. During the course of this year we have had multiple challenges as we initiated the implementation of the activities. These challenges have been as a result of the mechanical level in terms of implementation. This approach was effective as we were able to accomplish other goals and targets described in Goals 1, 2, and 3. Anecdotal data from all stakeholders help us understand the challenges faced during implementation and we made and continue to make modifications to better implement the action as

well as to better equip the people implementing these actions to better serve our students and parents. These specific modifications were the result of anecdotal feedback provided by stakeholders.

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

There was no material difference between the budget and the LCAP. The biggest differences were when the cost of an action was higher than the amount initially budgeted. In other instances, we were able to implement it in a creative way that did not require any expenditure.

Changes in this goal are listed below:

3.1 The amount budgeted for this action was not sufficient as the district decided to print monthly calendars in color and fees for copier machines had a slight increase.

3.2 Resources for parents were created to serve as a tool that they could use at home to support the academic need of their child (ren). This extra cost was not calculated in the initial budgeted amount for this action.

3.3 We had initially thought that we were going to have to pay for the support from the program that hosts our report cards, but all additional support did not have an additional cost.

3.5 Referral forms had to be photocopied the cost of paper, ink as well as the license for the copier machine had a higher cost that what we has initially budgeted.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Involvement Process for LCAP and Annual Update was done during District Collaboration Days and well as School Site Council (SSC) and English Learner Advisory Committee (ELAC) as well as during parent/teacher conferences and Open House. SSC and ELAC committees were comprised of parent, students, teacher, and counselor representation.

January 24, 2019

February 16, 2019

March 20, 2019

April 4, 2019

April 11, 2019

April 17, 2019

May 29, 2019

June 4, 2019

In addition to these meetings, additional consultations for the purpose of receiving feedback from multiple stakeholders took place as parents, teachers, and certificated and classified staff complete surveys. Student population that completed these surveys were from grades 3 - 8.

Impact on LCAP and Annual Update

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

Feedback from consultation helped us focused and planned for important needs as shown in the data, plan effectively, develop systems to monitor carefully, assess quality accurately and justly, and continue improved practices. Through engaging dialogue, we were able to identify and monitoring the process as we verified that the program was refined to better serve the students. In addition, we were able to identify the degree to which the outcomes were achieved, and challenges/problems were faced and how these challenges/problems can be avoided.

2019-2020

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

Develop a strong core program in Reading Language Arts and Mathematics with interventions and designated English Language Development that will help increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need:

Based on the analysis, the number of students scoring at the proficiency levels is low. Data from summative assessments, 2018-2019 school year shows that English learners for the most part are not reaching the “met the standards” indicators for both language arts and mathematics. In addition, we have seen that school attendance has been a major challenge. The team is aware that a high level of students entering a grade level come with academic gaps.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math Percentage Standard Met/Exceeded	District 30% L1 30% EL 30%	District 35% L1 35% EL 35%	District 36% L1 36% EL 36%	District 37% L1 37% EL 37%
SBAC ELA Percentage Standard Met/Exceeded	District 34% L1 34% EL 34%	District 39% L1 39% EL 39%	District 44% L1 44% EL 44%	District 45% L1 45% EL 45%
ELPAC	CELDT levels at Early Advanced and Advanced will increase 5% from 25% in 2017 to 30% in 2018.	The ELPAC testing began during the 2017-18 school year. We are still waiting to see how progress-growth will be identified under the new ELPAC criteria. Once this information is available, we will then set the annual indicators to monitor growth.	The ELPAC testing began during the 2018-2019 school year. We are still waiting to see how progress-growth will be identified under the new ELPAC criteria. Once this information is available, we will then set the annual indicators to monitor growth.	The ELPAC testing began during the 2019-2020 school year. We are still waiting to see how progress-growth will be identified under the new ELPAC criteria. Once this information is available, we will then set the annual indicators to monitor growth.

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 1.1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	ALL: One School District

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 1-1 Provide ongoing Professional Development for educators on CCSS. These opportunities will include the exploration of standards, instructional strategies, in-classroom modeling, student grouping and collaboration strategies to increase academic discourse, coaching and lesson planning in the following areas:</p> <ul style="list-style-type: none"> ● Language Arts ● Mathematics ● Science ● History <p>Provide professional development in which teachers explore the Common Core standards and develop lessons that engage the students in rigorous lessons that mirror the complexity and demands of the standards. Materials from the</p>	<p>Action 1-1 Provide ongoing Professional Development for educators on CCSS. These opportunities will include the exploration of standards, instructional strategies, in-classroom modeling, student grouping and collaboration strategies to increase academic discourse, coaching and lesson planning in the following areas:</p> <ul style="list-style-type: none"> ● Language Arts ● Mathematics ● Science ● History ● Professional Development Day in January <p>Provide professional development in which teachers explore the Common Core standards and develop lessons that engage the students in</p>	<p>Action 1-1 Provide ongoing Professional Development for educators on CCSS. These opportunities will include the exploration of standards, instructional strategies, in-classroom modeling, student grouping and collaboration strategies to increase academic discourse, coaching and lesson planning in the following areas:</p> <ul style="list-style-type: none"> ● Language Arts ● Mathematics ● Science ● History <p>Provide professional development in which teachers explore the Common Core standards and develop lessons that engage the students in rigorous lessons that mirror the complexity and demands of the standards. Materials from the</p>

state adopted curriculum will be used to create materials for standards-based instruction along with other supplemental materials. The CAASPP digital library will be utilized to identify professional development and to select lesson items that can be adapted to the lessons developed. In addition, teachers will review data to identify areas of need that will need to be addressed during intervention time.	rigorous lessons that mirror the complexity and demands of the standards. Materials from the state adopted curriculum will be used to create materials for standards-based instruction along with other supplemental materials. The CAASPP digital library will be utilized to identify professional development and to select lesson items that can be adapted to the lessons developed. In addition, teachers will review data to identify areas of need that will need to be addressed during intervention time.	state adopted curriculum will be used to create materials for standards-based instruction along with other supplemental materials. The CAASPP digital library will be utilized to identify professional development and to select lesson items that can be adapted to the lessons developed. In addition, teachers will review data to identify areas of need that will need to be addressed during intervention time.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,760 \$4,277	\$28,037	\$29,790
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000 - \$23,760 3000 - \$ 4,277	\$23,760 – 0000-1000 Salaries \$ 4,277 – 0000-3000 Benefits	\$25,000 – 0000-1000 Salaries \$ 4,790 – 0000-3000 Benefits

Action 1.2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Modified

2017-18 Actions/Services

Action 1-2 Purchase and replenish Science Kits that meet the California Next Generation Science Standards (NGSS). Professional development in terms of implementation will be provided as requested by the teachers and as funding allows.

- MESA in grade 8
- Project Lead the Way in grades 2 and 3.

2018-19 Actions/Services

Action 1-2 Purchase and replenish Science Kits that meet the California Next Generation Science Standards (NGSS). Professional development in terms of implementation will be provided as requested by the teachers and as funding allows.

- MESA in grade 8
- Project Lead the Way in grades 2-4

2019-20 Actions/Services

Action 1-2

1. Purchase and replenish Science Kits that meet the California Next Generation Science Standards (NGSS).
 - MESA in grade 8
 - Project Lead the Way in grades 2-5
2. Establish a committee, implement a piloting time, and purchase of CCSS aligned state adopted Science curriculum.
3. Professional development in terms of implementation will be provided as requested by the teachers and as funding allows.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100 Salaries \$198 Benefits \$2,500 PLTW	\$7,000	\$15,000 \$75,000 -Base
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration/Base
Budget Reference	1000 3000 4300	0000-4300 - Supplies	\$15,000 - 0000-4300 - Supplies - Supplemental and Concentration \$75,000 - 0000-4100 textbook adoption - Base

Action 1.3

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 1-3 Provide transportation for one local educational field trip per grade level per year to increase educational experiences away from regular school to help increase students background knowledge.

2018-19 Actions/Services

Action 1-3 Provide transportation for one local educational field trip per grade level per year to increase educational experiences away from regular school to help increase students background knowledge.

2019-20 Actions/Services

Action 1-3 Provide transportation for one local educational field trip per grade level per year to increase educational experiences away from regular school to help increase students background knowledge.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$7,000
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5710	0000-5710 - Transfers for transportation	0000-5710 - Transfers for transportation

Action 1.4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 1-4 There will be 2 special education teachers to service the RSP/SDC program. Add four Instructional assistants, two in each classroom, at three hours a day to assist with special education to ensure a broad course of study for Special Education Students.</p>	<p>Action 1-4 There will be 2 special education teachers to service the RSP/SDC program. Instructional assistants will be provided to assist with special education to ensure a broad course of study for Special Education Students.</p> <ul style="list-style-type: none"> • Two 5-hour assistant • Two 3-hour assistant (we actually has 3 5-hour) 	<p>Action 1-4 There will be 2 special education aides to service the RSP/SDC to assist with special education to ensure a broad course of study for Special Education Students.</p> <ul style="list-style-type: none"> • Two 5-hour assistant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,693 SPED \$17,265 Benefits \$42,768 Salaries \$10,692 Benefits	\$79,834	\$80,163
Source	Title I and Special Education/IDEA	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	3310/1100 3000 6500/1100 3000	\$63,360 – 0000-2900 - Salaries \$16,474-0000-3000 - Benefits	\$63,360 – 0000-2900 - Salaries \$16,803 – 0000-3000- Benefits
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Action 1.5

For Actions/Services 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]

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

Modified

Unchanged

2017-18 Actions/Services

Action 1-5 Instructional Assistants will be offered in kindergarten. positions, three-part time, in Kinder and TK.

2018-19 Actions/Services

Action 1-5 Instructional Assistants will be offering services in kindergarten.

- Two 5-hour assistants

2019-20 Actions/Services

Action 1-5 Instructional Assistants will be offering services in kindergarten.

- Two 5-hour assistants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,920 Salaries \$6,480 Benefits	\$45,360	\$45,547
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000 3000	\$36,000 – Salaries 0000-2900 \$ 9,360 - Benefits 0000-3000	\$36,000 - Salaries 0000-2900 \$ 9,547 - Benefits 0000-3000

Action 1.6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<i>Action 1-6 Math Seeds, Reading Eggs, English In a Flash, Renaissance Learning and Think Cerca</i> will be used as a supplemental resource to pre-teach, reteach or challenge students as teachers, through collaborative approaches, decide if the intervention tool is applicable and for the applicable grade levels. Scholastics News for Science and Social Students will be purchased for all grade levels.	<i>Action 1-6 Math Seeds, Reading Eggs, English In a Flash, Renaissance Learning and Think Cerca</i> will be used as a supplemental resource to pre-teach, reteach or challenge students as teachers, through collaborative approaches, decide if the intervention tool is applicable and for the applicable grade levels.	<i>Action 1-6 Math Seeds, Reading Eggs, English In a Flash, Renaissance Learning and Think Cerca</i> will be used as a supplemental resource to pre-teach, reteach or challenge students as teachers, through collaborative approaches, decide if the intervention tool is applicable and for the applicable grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,200	\$32,226	\$32,226
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000-4300 - supplies Math Seeds - \$1,380	0000-4300 - supplies Math Seeds - \$1,380

	Reading Eggs - \$950 Renaissance - \$11,796 Think CERCA - \$15,600 English in a Flash \$2,500	Reading Eggs - \$950 Renaissance - \$11,796 Think CERCA - \$15,600 English in a Flash \$2,500
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Action 1.7

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

Students to be Served:

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

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Modified	Modified
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2017-18 Actions/Services

Action 1-7 Continue teacher recruitment and retention of high-quality teachers. The number of teachers expected to participate in the BTSA program in the 2017-2018 school year is 5 and 2 interns. This will cover support provider stipends, sub cost for mandated activities, and other applicable expenses.

2018-19 Actions/Services

Actions 1-7 Continue teacher recruitment and retention of high-quality teachers. This will cover support provider stipends, sub cost for mandated activities, and other applicable expenses.

- Three teachers will participate in the Induction Program
- Two teachers will be in Interim status

Two full-day substitute teachers per month, so participants can conduct classroom observations.

2019-20 Actions/Services

Actions 1-7 Continue teacher recruitment and retention of high-quality teachers. This will cover support provider stipends, sub cost for mandated activities, and other applicable expenses.

- Four teachers will participate in the Induction Program
- One teacher will be in Interim status

Two full-day substitute teachers per month, so participants can conduct classroom observations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5 BTSA Participants \$25,000 2 Interns Special Education – \$4,500 Substitutes 2 subs/per month \$2,400 Salaries \$432 Benefits 3 Support Providers (2 hours a month at hourly rate) \$1,950 Salaries \$ 351 Benefits	\$15,00 Induction Participants \$ 5, 000 Interns \$2, 400 Substitutes	\$20,000 Induction Participants \$ 5, 000 Interns \$2, 400 Substitutes
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000 1170 3000 1170	\$15,00: 0000-5800 \$ 5, 000: 0000-1170 \$900: 0000-3000 \$2, 400: 0000-1160 \$432: 0000-3000	\$20,000: 0000-5800 \$ 5, 000: 0000-1170 \$900: 0000-3000 \$2, 400: 0000-1160 \$432: 0000-3000

Action 1.8

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Al: One school district

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	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 1-8 Continue the Vice Principal/Student Advocate position to help oversee the academic programs. In addition, she will be attending professional development to remain current in terms of current and relevant research practices.	Action 1-8 Continue the Vice Principal/Student Advocate position to help oversee the academic programs. In addition, she will be attending professional development to remain current in terms of current and relevant research practices.	Action 1-8 We will have a principal position designed to help oversee the academic programs. In addition, the principal will be attending professional development to remain current in terms of current and relevant research practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,231	\$72,541	\$81,869
Source	Title I	Title One	Base
Budget Reference	3010 1900 3000	\$56,681 – Salaries 3010/1900 \$15,860 – Benefits 3010/3000	\$63,957 – Salaries 3010/1900 \$17,912 – Benefits 3010/3000

Action 1.9

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)

All

Location(s):

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

All: Once school district

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Action 1-9 In addition to the daily designated ELD time, Newcomers will receive additional EL support by the EL Resource Teacher.

2018-19 Actions/Services

Action 1-9 In addition to the daily designated ELD time, Newcomers will receive additional EL support by the EL Resource Teacher.

Two full-days of professional development

2019-20 Actions/Services

Action 1-9 In addition to the daily designated ELD time, Newcomers will receive additional EL support by the EL Resource Teacher.

Seven full-days of professional development

Year	2017-18	2018-19	2019-20
Amount	\$11,700 Salary \$2,008 Benefits	\$17,248	\$17,300
Source	Title III	Title III	Title III
Budget Reference	1000 3000 4203	\$14,475 – Salaries 4203/1180 \$ 2,773 – Benefits 4203/3000	\$14,475 – Salaries 4203/1180 \$ 2,828 – Benefits 4203/3000

Action 1.10

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)

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

Action 1-10 Provide test administrators to administer the CELDT assessment. Testing will be ongoing for incoming and returning students.

2018-19 Actions/Services

Action 1-10 Provide test administrators to administer the ELPAC assessment. Testing will be ongoing for incoming and returning students.

2019-20 Actions/Services

Action 1-10 Provide test administrators to administer the ELPAC assessment. Testing will be ongoing for incoming and returning students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$8,060	\$8,820
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	3160-2900	\$6,000 – 0000-3160/2900 - Salaries \$1,560 – 0000-3160-3000 – Benefits \$ 500 – 0000/4300 - Supplies	\$6,500 – 0000-3160/2900 - Salaries \$1,820 – 0000-3160/3000 – Benefits \$ 500 – 0000/4300 - Supplies

Action 1.11

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 1-11 Continue the certificated position to implement a consistent pull-out program for interventions for students who are struggling readers (RtI).	Action 1-11 Continue the certificated position to implement a consistent pull-out program for interventions for students who are struggling readers (RtI). Eighteen full-day substitutes for the entire school year to cover as SST meetings are being conducted. Two per month.	Action 1-11 Continue the certificated position to implement a consistent pull-out program for interventions for students who are struggling readers (RtI). Eighteen full-day substitutes for the entire school year to cover as SST meetings are being conducted. Two per month.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,881	\$125,231	\$133,422
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1100 3000	\$92,573 – Salaries 0000/1900 \$27,088 – Benefits 0000/3000 \$ 2,160 – Salaries 0000/1160 \$ 410 – Benefits 0000/3000 \$ 1,500 – Supplies 0000/4300 \$ 1,000 – GATE Supplies 0000/4300	\$98,203 – Salaries 0000/1900 \$29,641 – Benefits 0000/3000 \$ 2,160 – Salaries 0000/1160 \$ 418 – Benefits 0000/3000 \$ 1,500 – Supplies 0000/4300 \$ 1,000 – GATE Supplies 0000/4300

	\$ 500 – SST Supplies 0000/4300	\$ 500 – SST Supplies 0000/4300
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Action 1.12

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 1-12 The district will set aside money for alternative supports for students normally eligible for Students Educational Services (SES).</p>	<p>Action 1-12 The district will set aside money for alternative supports for students normally eligible for Students Educational Services (SES).</p> <p>These alternative supports will be provided through the implementation of After-School tutoring (all grade levels) and Credit Recovery (grade 8).</p> <p>Transportation will be provided as part of SES when applicable.</p>	<p>Action 1-12 The district will set aside money for alternative supports for students normally eligible for Students Educational Services (SES).</p> <p>These alternative supports will be provided through the implementation of After-School tutoring (all grade levels) and Credit Recovery (grade 8).</p> <p>Transportation will be provided as part of SES when applicable.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,198	\$35,450	\$35,469
Source	Title I	Title One	Title One
Budget Reference	3010-5800	\$5,000 – Salaries 3010/1000	\$5,000 – Salaries 3010/1000

	\$ 950 – Benefits 3010/3000 \$24,500 – Transportation Set-a-side 3010/3600/5200 \$5,000 – Supplies 3010/4300	\$ 969 – Benefits 3010/3000 \$24,500 – Transportation Set-a-side 3010/3600/5200 \$5,000 – Supplies 3010/4300
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Action 1.13

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)

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Action 1-13 The district will set consultation meetings with Private Schools. The district will set aside the required per pupil amount to fund those private school that agreed to receive funds from WUED.

2018-19 Actions/Services

Action 1-13 The district will set consultation meetings with Private Schools. The district will set aside the required per pupil amount to fund those private school that agreed to receive funds from WUED.

2019-20 Actions/Services

Action 1-13 The district will set consultation meetings with Private Schools. The district will set aside the required per pupil amount to fund those private school that agreed to receive funds from WUED.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50	\$50	\$50
Source	Title I	Title One	Title One
Budget Reference	3010-4300	3010/4300 Supplies	3010/4300 Supplies

Action 1.14

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

Students to be Served:

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

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Changed	Unchanged
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2017-18 Actions/Services

Not applicable for this year. It was added for 2018-19 and 2019-20 in response to feedback provided by stakeholders.

2018-19 Actions/Services

Action 1-14 A fifteen-day Summer School will be provided to students identified at-risk.

- Four regular teachers
- One special education teacher
- One special education paraeducator

2019-20 Actions/Services

Action 1-14 A fifteen-day Summer School will be provided to students identified at-risk.

- Four regular teachers
- One special education teacher
- One special education paraeducator

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$25,491	\$25,563
Source	NA	Title One	Title One
Budget Reference	NA	\$18,900 – 3010/1000 Salaries \$ 3,591 – 3010/3000 Benefits \$ 3,000 – 3010/4300 Supplies	\$19,516 – 3010/1000 Salaries \$ 3,940 – 3010/3000 Benefits \$ 3,000 – 3010-4300 Supplies

Action

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

Establish a school climate that positively supports the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school.

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)

Identified Need:

Based on the narrative of the actual services that were provided during the 2018-2019 school year, we are able to state that our services have effective as we continue to gain conceptual insight while implementing these actions. Formative feedback from stakeholders during implementation phase has governed what we do and what we have modified during the implementation phase as we direct and redirect further actions. Our goal has been to find meaning, increase skill development, and make continuous contribution as we have tried to fulfill the goals and actions of the organization.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>End of the Year Reports Presented under CALPADS and District Student Information System</p>	<p>Decrease overall absenteeism including unexcused absences and tardies by 10%.</p> <p>Increase Daily attendance rate to 97% or higher.</p> <p>Decrease chronic absenteeism by 10%.</p> <p>Maintain a suspension rate of 5% or lower.</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies by 10%.</p> <p>Increase Daily attendance rate to 97% or higher.</p> <p>Decrease chronic absenteeism by 10%.</p> <p>Maintain a suspension rate of 5% or lower.</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies as compared to the previous.</p> <p>Increase Daily attendance rate as compared to the previous year.</p> <p>Decrease chronic absenteeism as compared to the previous year.</p> <p>Maintain a suspension rate as compared to the previous year.</p> <p>Increase number of students on 4th Quarter Honor Roll by as compared to the previous year.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals as compared to the previous year.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies as compared to the previous.</p> <p>Increase Daily attendance rate as compared to the previous year.</p> <p>Decrease chronic absenteeism as compared to the previous year.</p> <p>Maintain a suspension rate as compared to the previous year.</p> <p>Increase number of students on 4th Quarter Honor Roll by as compared to the previous year.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals as compared to the previous year.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>
<p>End of the Year Reports Presented under CALPADS and District Student Information System</p>	<p>Decrease overall absenteeism including unexcused absences and tardies by 10%.</p> <p>Increase Daily attendance rate to 97% or higher.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies by 10%.</p> <p>Increase Daily attendance rate to 97% or higher.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies as compared to the previous.</p>	<p>Decrease overall absenteeism including unexcused absences and tardies as compared to the previous year.</p>

	<p>Decrease chronic absenteeism by 10%.</p> <p>Maintain a suspension rate of 5% or lower.</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Decrease chronic absenteeism by 10%.</p> <p>Maintain a suspension rate of 5% or lower.</p> <p>Increase number of students on 4th Quarter Honor Roll by 10%.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals by 10%.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Increase Daily attendance rate as compared to the previous year.</p> <p>Decrease chronic absenteeism as compared to the previous year.</p> <p>Maintain a suspension rate as compared to the previous year.</p> <p>Increase number of students on 4th Quarter Honor Roll by as compared to the previous year.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals as compared to the previous year.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>	<p>Increase Daily attendance rate as compared to the previous year.</p> <p>Decrease chronic absenteeism as compared to the previous year.</p> <p>Maintain a suspension rate as compared to the previous year.</p> <p>Increase number of students on 4th Quarter Honor Roll by as compared to the previous year.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals as compared to the previous year.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>
Parent Engagement Surveys	Number of People surveyed 100 percent in 2018.	Number of People that will be surveyed 100 percent.	Number of People that will be surveyed 100 percent	Number of People that will be surveyed 100 percent
Healthy Kid Survey and School Climate Survey Grades 3 through 8	<p>Annual California Healthy Kids Survey will be administered.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>	<p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>	<p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>	<p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>

Planned Actions / Services

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

Action 2.1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 2.1 Continue the part-time school counselor to work with teachers, students, and parents on attendance, anti-bullying, Six Pillar of Character Education, and teaching tolerance.	Action 2.1 Sponsor a full-time school counselor to work with teachers, students, and parents on attendance, anti-bullying, Six Pillar of Character Education, and teaching tolerance.	Action 2.1 Continue the full-time school counselor to work with teachers, students, and parents on attendance, anti-bullying, Six Pillar of Character Education, and teaching tolerance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,954	\$100,062	\$106,212
Source	Migrant, Title I, Supplemental and Concentration	Title One/Supplemental & Concentration	Title One/Supplemental & Concentration
Budget Reference	0000-1200 0000-3000 3010-1200 3010-3000 3060-1200	\$37,842 – 3010/1200 Salaries Title I \$37,842 – 0000/1200 Salaries S&C \$12,189 – 3010/3000 Benefits \$12,189 – 0000/1200 Benefits S&C	\$39,757 – 3010/1200 Salaries Title I \$39,757 – 0000/1200 Salaries S&C \$13,349 – 3010/3000 Benefits Title I \$13,349 – 0000/3000 Benefits S&C

	3060-3000		
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Action 2.2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 2.2 Provide professional development for staff, students, parents, and school community on strategies to protect and address issues of bullying, tolerance, school-wide discipline, and positive behavior interventions.	Action 2.2 Provide professional development for staff, students, parents, and school community on strategies to protect and address issues of bullying, tolerance, school-wide discipline, and positive behavior interventions.	Action 2.2 Provide professional development for staff, students, parents, and school community on strategies to protect and address issues of bullying, tolerance, school-wide discipline, and positive behavior interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$500	\$500
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800	0000/5800	0000/5800

Action 2.3

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 2.3 Assemblies will be offered in which the target is character building, attendance, promoting positive school atmosphere, no discipline referrals, honor roll, etc. Continue a Recognition of Attendance program that includes Attendance Certificates, Classroom Attendance Incentives, and other applicable prizes.

2018-19 Actions/Services

Action 2.3 Assemblies will be offered in which the target is character building, attendance, promoting positive school atmosphere, no discipline referrals, honor roll, etc. Continue a Recognition of Attendance program that includes Attendance Certificates, Classroom Attendance Incentives, and other applicable prizes.

2019-20 Actions/Services

Action 2.3 Assemblies will be offered in which the target is character building, attendance, promoting positive school atmosphere, no discipline referrals, honor roll, etc. Continue a Recognition of Attendance program that includes Attendance Certificates, Classroom Attendance Incentives, and other applicable prizes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$15,960	\$15,960
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000/4300	0000/4300

Action 2.4

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 2.4 We will purchase additional books for the Library to provide a wide selection of fiction and non-fiction literature for students in grades K-8.

2018-19 Actions/Services

Action 2.4 We will purchase additional books for the library to provide a wide selection of fiction and non-fiction literature for students in grades K-8.

2019-20 Actions/Services

Action 2.4 We will purchase additional books for the library to provide a wide selection of fiction and non-fiction literature for students in grades K-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$7,000	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000/4300	0000/4300

Action 2.5

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 2.5 In order to promote reading, the school will offer an Accelerated Reading (AR) Store in which students can purchase rewards based on the number of AR points accumulated during established times.

2018-19 Actions/Services

Action 2.5 In order to promote reading, the school will offer an Accelerated Reading (AR) Store in which students can purchase rewards based on the number of AR points accumulated during established times.

2019-20 Actions/Services

Action 2.5 In order to promote reading, the school will offer an Accelerated Reading (AR) Store in which students can purchase rewards based on the number of AR points accumulated during established times.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000/4300 – Incentives \$500/Qtr	0000/4300 – Incentives \$500/Qtr

Action 2.6

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Action 2.6 Support academic enrichment through programs such as MESA, and Art, PE, GATE.

2018-19 Actions/Services

Action 2.6 Support academic enrichment through programs such as Art.

2019-20 Actions/Services

Action 2.6 Support academic enrichment through programs such as Art.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$6,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000/4300 - Supplies	0000/4300 - Supplies

Action 2.7

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Action 2.7 Assess school sports equipment and uniforms, update as needed.

2018-19 Actions/Services

Action 2.7 Assess school equipment given to each classroom, equipment for sports team at the junior high, and uniforms, update as needed.

2019-20 Actions/Services

Action 2.7 Assess school equipment given to each classroom, equipment for sports team at the junior high, and uniforms, update as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$12,000
Source	LCFF	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	0000/4300	0000/4300

Action 2.8

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)

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Action 2.8 Maintain contract with ICOE to supplement Health & Wellness positions: Speech Therapist, School Nurse, School Psychologist.

2018-19 Actions/Services

Action 2.8 Maintain contract with ICOE to supplement Health & Wellness positions: Speech Therapist, School Nurse, School Psychologist.

2019-20 Actions/Services

Action 2.8 Maintain contract with ICOE to supplement Health & Wellness positions: Speech Therapist, School Nurse, School Psychologist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,900	\$128,747	\$135,185
Source	LCFF, Special Education/Health, and Special Education/State	SPED; Supplemental and Concentration	SPED; Base
Budget Reference	6512/5800 6500/5800 0000/5800	6512/5800 \$45,538 SPED 6500/5800 \$34,976 SPED 0000/5800 \$48,233 S&C	6512/5800 \$47,815 SPED 6500/5800 \$36,725 SPED 0000/5800 \$50,645 Base

Action 2.9

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

Students to be Served:

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

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

Action 2.9 Provide basic necessity supplies for Foster Youth and students under the McKinney Vento programs as needed.

2018-19 Actions/Services

Action 2.9 Provide basic necessity supplies for Foster Youth and students under the McKinney Vento programs as needed.

- Transportation
- Supplies

2019-20 Actions/Services

Action 2.9 Provide basic necessity supplies for Foster Youth and students under the McKinney Vento programs as needed.

- Transportation
- Supplies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4300	\$15,000 Transportation 0000/5710 \$ 5,000 Supplies 0000/4300	\$15,000 Transportation 0000/5710 \$ 5,000 Supplies 0000/4300

Action 2.10

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All: One school district

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	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 2.10 Continue the Vice Principal/Student Advocate position to coordinate extracurricular activities and to support staff and students with school-wide discipline issues.	Action 2.10 Continue the Vice Principal/Student Advocate position to coordinate extracurricular activities and to support staff and students with school-wide discipline issues.	Action 2.10 Hire a principal who will focus on coordinating extracurricular activities and on supporting staff and students with school-wide discipline issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,230	\$72,541	\$81,869
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	1900 3000	\$56,681 – Salaries 0000/1900 \$15,860 – Benefits 0000/3000	\$63,957 – Salaries 0000/1900 \$17,912 – Benefits 0000/3000

Action 2.11

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

Students to be Served:

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

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action 2.11 Continue articulation with Brawley High School District to create a transition plan for 8 th grade students.	Action 2.11 Continue articulation with Brawley High School District to create a transition plan for 8 th grade students.	Action 2.11 Continue articulation with Brawley High School District to create a transition plan for 8 th grade students.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	1160 3000 4300	0000/4300 – Supplies	0000/4300 - Supplies

Action 2.12

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

Students to be Served:

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

All

Location(s):

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

All: One school district

Actions/Services

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

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

Not applicable for this year. It was added for 2018-19 and 2019-20 in response to feedback provided by stakeholders.

2018-19 Actions/Services

Action 2.12 Conduct a survey (staff, parents and students) to identify needs pertaining to safety and supervision. Based on data gathered from the feedback from multiple stakeholders, we will refine and implement a safety plan. The implementation will be closely monitored to ensure an environment free from physical and psychological harm.

2019-20 Actions/Services

Action 2.12 Conduct a survey (staff, parents and students) to identify needs pertaining to safety and supervision. Based on data gathered from the feedback from multiple stakeholders, we will refine and implement a safety plan. The implementation will be closely monitored to ensure an environment free from physical and psychological harm.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$1,000	\$8,000
Source	NA	LCFF	Supplemental and Concentration
Budget Reference	NA	0000/4300 – Supplies/Copies	0000/4300 – Supplies/Copies

Action 2.13

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)

Location(s):

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

All	All: One school district
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Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

Action 2.13 Maintain and update facilities as needed per results of the FIT, as a Williams School. Communication will be provided to all stakeholders to inform of the projects done.

2018-19 Actions/Services

Action 2.13 Maintain and update facilities as needed per results of the FIT, as a Williams School. Communication will be provided to all stakeholders to inform of the projects done.

2019-20 Actions/Services

Action 2.13 Maintain and update facilities as needed per results of the FIT, as a Williams School. Communication will be provided to all stakeholders to inform of the projects done.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$20,000	\$20,000
Source	LCFF	LCFF	Base
Budget Reference	4300	0000/8100/4380 – repairs/replace items needed to stay compliant	0000/8100/4380 – repairs/replace items needed to stay compliant

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 3

Increase communication among all stakeholders (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).

State and/or Local Priorities addressed by this goal:

Priority 3: Parent Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Identified Need:

Create two-way communication allows stakeholders are able to share their ideas, understanding, confusion, and disagreement. Focus on our three goal priorities (goals), stay on message, and making correction as new learning occurs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Information System Survey Section	Collect survey results from at least 90% of the parents that address school atmosphere	Collect survey results from at least 90% of the parents that address school atmosphere and	Collect survey results from at least 90% of the parents that address school atmosphere and	Collect survey results from at least 90% of the parents that address school atmosphere and

	and parent involvement opportunities. Document at least one home visit per week, or 35 per year.	parent involvement opportunities. Document an increase of home visits as compared to the previous year.	parent involvement opportunities. Document an increase of home visits as compared to the previous year.	parent involvement opportunities. Document an increase of home visits as compared to the previous year.
Parent Involvement	Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities. Hold at least three (3) LCAP Sessions and increase percentage of unduplicated parents to 15% or higher.	Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities. Hold at least three (3) LCAP Sessions and increase percentage.	Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities. Hold at least three (3) LCAP Sessions and increase percentage.	Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities. Hold at least three (3) LCAP Sessions and increase percentage.
Certificated and Classified Staff Survey	Number of People surveyed 100 percent in 2018.	Number of People that will be surveyed will be greater than the previous year.	Number of People that will be surveyed will be greater than the previous year.	Number of People that will be surveyed will be greater than the previous year.
Healthy Kid Survey and School Climate Survey Grades 3 through 8	Annual California Healthy Kids Survey will be administered. School Climate Survey completed by students in grades 3 through 8.	California Healthy Kids Survey will be administered every other year. School Climate Survey completed by students in grades 3 through 8.	California Healthy Kids Survey will be administered every other year. School Climate Survey completed by students in grades 3 through 8.	California Healthy Kids Survey will be administered every other year. School Climate Survey completed by students in grades 3 through 8.

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 3.1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		All: One school district	
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	Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 3.1 Maintain Parent Communication in a variety of ways: year long calendars for each family, fliers posted around town, marquee maintenance. The district’s school website will be reviewed (with the feedback of teachers and parents) to ensure that it is user friendly when navigating all components. Parents will receive training on how to retrieve students grades through a Parent Portal. We will purchase an automated phone system to call out parents.</p> <p>A Parent/School Compact will be created to identify how we can work together with parents to help children achieve the state’s high academic standards. This document will be the focus of conversations at parent-teacher conferences throughout the school year.</p>	<p>Action 3.1 Maintain Parent Communication in a variety of ways: year long calendars for each family, fliers posted around town, marquee maintenance. The district’s school website will be reviewed (with the feedback of teachers and parents) to ensure that it is user friendly when navigating all components. Parents will receive training on how to retrieve students grades through a Parent Portal. We will continue paying the licenses to maintain our phone system.</p> <p>A Parent/School Compact will be revised to identify how we can work together with parents to help children achieve the state’s high academic standards. This document will be the focus of conversations at parent-teacher conferences throughout the school year.</p>	<p>Action 3.1 Maintain Parent Communication in a variety of ways: year long calendars for each family, fliers posted around town, marquee maintenance. The district’s school website will be reviewed (with the feedback of teachers and parents) to ensure that it is user friendly when navigating all components. Parents will receive training on how to retrieve students grades through a Parent Portal. We will continue paying the licenses to maintain our phone system.</p> <p>A Parent/School Compact will be revised to identify how we can work together with parents to help children achieve the state’s high academic standards. This document will be the focus of conversations at parent-teacher conferences throughout the school year.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,300	\$9,000	\$9,000
Source	LCFF and Deferred Maintenance	LCFF	Supplemental and Concentration
Budget Reference	4300	0000/4300 \$5,000 – Maintain Licenses \$2,000 – Fliers	0000/4300 \$5,000 – Maintain Licenses \$2,000 – Fliers

	\$2,000 – Maintain Marquee	\$2,000 – Maintain Marquee
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Action 3.2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		All: One school district	
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	Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action 3.2 Opportunities for parent involvement: Parent Conferences, Back to School Night, Open House, Grade Level Family Nights, and other special events as decided by school organizations. Parents of all students, including unduplicated and SPED students will be asked for input on the types of trainings to offer. Survey parents on next steps for continued parent involvement and needs for classes/events.	Action 3.2 Opportunities for parent involvement: Parent Conferences, Back to School Night, Open House, Grade Level Family Nights, and other special events as decided by school organizations. Parents of all students, including unduplicated and SPED students will be asked for input on the types of trainings to offer. Survey parents on next steps for continued parent involvement and needs for classes/events.	Action 3.2 Opportunities for parent involvement: Parent Conferences, Back to School Night, Open House, Grade Level Family Nights, and other special events as decided by school organizations. Parents of all students, including unduplicated and SPED students will be asked for input on the types of trainings to offer. Survey parents on next steps for continued parent involvement and needs for classes/events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,300	\$3,000	\$3,000
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	4300	0000/4300 Supplies/Fliers	0000/4300 Supplies/Fliers

Action 3.3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		All: One school district	
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	Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 3.3 In order to best inform parents and students about students’ achievement level, we will create standard based report cards and we will review our current grading and retention policies. We will have a new standard based report card. Initial and ongoing professional development in the areas of how to create grade books, progress notices, and complete comments in these documents. In addition, grading and retention policies will be reviewed and revised as applicable. Teachers and parents will be a crucial part of this process.</p> <p>In order to ensure an effective transition, parents will be trained to learn how to access online students records in terms of grades and attendance. In addition, parents will receive information about attendance, grading, and retention policies.</p>	<p>Action 3.3 In order to best inform parents and students about students’ achievement level, we have created standard-based report cards and we will review our current grading and retention policies. Ongoing professional development in the areas of how to create grade books, progress notices, and complete comments in these documents. In addition, grading and retention policies will be reviewed and revised as applicable. Teachers and parents will be a crucial part of this process.</p> <p>In order to ensure an effective transition, parents will be trained to learn how to access online students records in terms of grades and attendance. In addition, parents will receive information about attendance, grading, what their child(ren) are expected to learn in terms of the grade level California Common Core Standards, and retention policies.</p>	<p>Action 3.3 In order to best inform parents and students about students’ achievement level, we have created standard-based report cards and we will review our current grading and retention policies. Ongoing professional development in the areas of how to create grade books, progress notices, and complete comments in these documents. In addition, grading and retention policies will be reviewed and revised as applicable. Teachers and parents will be a crucial part of this process.</p> <p>In order to ensure an effective transition, parents will be trained to learn how to access online students records in terms of grades and attendance. In addition, parents will receive information about attendance, grading, what their child(ren) are expected to learn in terms of the grade level California State Standards, and retention policies.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	Supplemental and Concentration

Budget Reference	4300	0000/4300 Supplies for trainings/renewal of report cards	0000/4300 Supplies for trainings/renewal of report cards
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Action 3.4

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

Students to be Served:

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

Location(s):

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

All	All: One school district	
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	Unchanged	Unchanged

2017-18 Actions/Services

Action 3.4 Provide professional development to supervisors on school-wide discipline plan, positive behavior interventions, and safety expectations.

2018-19 Actions/Services

Action 3.4 Provide professional development to certificated and classified staff, parents, and students on school-wide discipline plan, positive behavior interventions, and safety expectations.

2019-20 Actions/Services

Action 3.4 Provide professional development to certificated and classified staff, parents, and students on school-wide discipline plan, positive behavior interventions, and safety expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$750	\$800	\$7,350
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	5800	0000-5800 - outside services	\$3,000 - 1000 \$2,000- 2000 \$1,050-3000 \$ 500 - 4300 \$ 800 - 5800

Action 3.5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		All: One school district	
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	Modified	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Action 3.5 Our current discipline plan will be revised. New revised referral forms will be created. This plan will identify classroom rules, playground rules, cafeteria rules that are appropriate. They will be well publicized, consistently enforced, and nondiscriminatory. This plan will consider the due process of all students which they are entitled to receive.</p>	<p>Action 3.5 Our current discipline plan will be revised. New revised referral forms will be created. This plan will identify classroom rules, playground rules, cafeteria rules that are appropriate. They will be well publicized, consistently enforced, and nondiscriminatory. This plan will consider the due process of all students which they are entitled to receive. We will continue focusing on implementing learning activities that promote the: (1) Restorative Justice Approach; (2) Circle of Friends; and (3) Corrective Action.</p>	<p>Action 3.5 Our current discipline plan will be revised. New revised referral forms will be created. This plan will identify classroom rules, playground rules, cafeteria rules that are appropriate. They will be well publicized, consistently enforced, and nondiscriminatory. This plan will consider the due process of all students which they are entitled to receive. We will continue focusing on implementing learning activities that promote the: (1) Restorative Justice Approach; (2) Circle of Friends; and (3) Corrective Action.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50	\$7,000	\$7,000
Source	LCFF	LCFF	Supplemental and concentration
Budget Reference	4300	\$5,000 outside services 0000/5800 \$2,000 supplies 0000/4300	\$5,000 outside services 0000/5800 \$2,000 supplies 0000/4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,154,586	39.62 %

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

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

The district wide expenditures laid out in the LCAP are available broadly, but the services are principally directed towards and are providing effective in meeting the district's goals for its unduplicated students. These services, therefore, are principally directed towards those who need it, and partakers of these services are self-selecting.

Although available to all, it is the District's experience that those who are most at risk are more likely to need it and our outreach efforts are primarily directed at providing these Districtwide services primarily to vulnerable, unduplicated students. Because of the District's successful school of choice program, unduplicated pupils attend every school in significant nu

mbers, further justifying a Districtwide approach for many services adopted as part of the actions listed in Goals 1, 2, and 3.

For an rural school district, student needs are sometimes concentrated in specific areas. Such cases warrant a schoolwide approach, which allows for targeted support while retaining some economies of scale and site flexibility.

The targeted support to the school site is based upon student population/subgroups is designed to serve at-risk students as outlined in Goals 1, 2, and 3 which demonstrates that the district's funding continues to be funded at the rate that is 70% higher than pre-LCAP funding. Increased directed services may include but not limited to supplemental instructional materials, support staff, technology components, contracted services, professional development, counseling, increased/extended learning opportunities (e.g., after school, summer school educational services, and credit recovery, academic enrichment activities.)

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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A 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?

