

# 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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Lost Hills Union Elementary School District		
Contact Name and Title	Harrison Favereaux Chief Administrative Officer	Email and Phone	<a href="mailto:hafaver@losthills.k12.ca.us">hafaver@losthills.k12.ca.us</a> 661-797-2941

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Lost Hills Union School District is located in northwest Kern County in an extremely isolated, rural area. At present, the district has 564 Students in grades TK-8, 42% of whom are identified as Migrant, pursuant to Federal guidelines. 75% of the District’s students are identified as “English Learners.” 100% of students receive free breakfast and lunch, since the district qualifies for the Community Eligibility Provision (CEP). This program allows districts with high low income areas to serve breakfast and lunch at no cost to all enrolled students without the need for applications.

Currently, the Lost Hills Union School District has 27 classroom instructors, one Migrant Preschool Teacher, one Title I Reading Teacher, two instructional coaches, and one coordinator. Support staff and services include speech, school psychologist, counseling, Special Education and library assistant.

Based on the 2016 California Assessment of Student Performance and Progress (CAASPP) the following subgroup percentages Met or Exceeded Standard in English Language Arts/Literacy: 14% of all Students; 14% of Economically Disadvantage Students; 5% of ELs; 14% of Hispanic or Latino Students; and 16% of Migrant Students.

Based on the 2015 California Assessment of Student Performance and Progress (CAASPP) the following subgroup percentages Met or Exceeded Standard in Mathematics: 11% of all Students; 11% of Economically Disadvantage Students; 8% of ELs; 11% of Hispanic Students; and 13% of Migrant Students.

The district consists of two schools: Lost Hills Elementary, serving grades TK-5 in a self-contained setting; and A.M. Thomas Middle School, serving grades 6-8 in a departmentalized

setting. Although the schools have different names, they have one principal and serve a single attendance area. Additionally, the district is also Migrant Education Program Region 19, operating its own, independent Migrant Program.

## **LCAP HIGHLIGHTS**

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

This year's LCAP focuses on three goals to achieve our vision: "The Vision of Lost Hills Union School District is to create highly successful schools where students achieve academic excellence in a safe, supportive environment."

Goal 1- All students on track for college and/or career readiness.

Goal 2- Create a safe and welcoming learning environment where students are connected to their schools.

Goal 3- Increase parent and family engagement.

Key LCAP actions that support goal 1 are increasing one-on-one technology, providing a variety of supports for students who are not meeting academic expectations. This supports consist of additional personnel who will provide intensive instruction, additional time and opportunities for learning. In addition to providing students incentives, purchasing ELA and mathematics curriculum, and maintaining reduced class sizes in grades K-3<sup>rd</sup>.

Actions that support goal 2 are increasing extracurricular activities and opportunities, implementing tiered intervention programs, and providing safety training for staff, students and parents.

Actions that support goal 3 are parent training and support services, and parent recognitions.

## **REVIEW OF PERFORMANCE**

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

## **GREATEST PROGRESS**

According to the California School Dashboard, the districts greatest progress has been in the area of suspension rate where there was a decline of 1.2% from the previous year. The district currently sits at a green performance level. The district will build this success on reducing suspension rates by exploring the possibility of implementing a Positive Behavior Intervention Program.

According to Read Naturally, local data, we have seen the most significant growth with 2<sup>nd</sup> grade and 4<sup>th</sup> grade students. In the 2<sup>nd</sup> grade we have seen a 10% growth with students moving up .5 grade level in reading, 31% of students moving up 1 grade level in reading, 26% of students moving up 1.5 reading level, and 20% of students moving up 2 to 2.5 reading level. The students are eagerly motivated to read on their own and excited about moving up. In the 4<sup>th</sup> grade, 50% of students moved up 1 reading level, 44% maintained their reading level, and 5% moved up 2 reading levels. The district will continue to implement Read Naturally in all K-5<sup>th</sup> grade classrooms and will implement in middle school intervention courses. A focus will be placed on ensuring the program is implemented consistently across grade levels.

According to Response to Intervention (RTI) data, middle school students and teachers -RTI gave students the opportunity to be re-taught concepts that were not understood during regular in-class sessions. Teachers were able to monitor and help students on a more personal one to one basis. Students were able to ask more questions and complete new lessons at a slower pace. This was helpful in showing their level of success with each re-teaching of concepts and standards.

Math teachers re-taught concepts that the students didn't grasp. Teachers looked at the standards and results from a test to determine what students needed to be taught the standards again. Teachers felt that having the extra time to focus on those concepts gave the students most at risk the opportunity to become successful on the standards. Teachers also were able to focus on specific students and give them extra time to ask questions with a smaller class. Based on increased grades and standards being met in regular class time, teachers deemed that RTI was successful during HOWL (Huddle to Attain Winnings in Learning) time. The district will continue to implement the RTI schedule in the middle school and will duplicate the program in K-5<sup>th</sup> grade classrooms.

Referring to the LCFF Evaluation Rubrics, 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**

CA School Dashboard indicates, the district's greatest needs continue to be in the areas of English Language Arts and mathematics achievement. According to the 2015-16 academic indicators, there was a decline of 3.5 points in ELA from 2014-15. There was also a decline of 4.9 points in mathematics from the previous year.

In order to address these needs the district is currently reviewing mathematics instructional curriculum. Once the district decides which SBE curriculum best addresses the needs of our students, we will purchase and provide training to our teachers.

The district is also reviewing 6<sup>th</sup>-8<sup>th</sup> grade ELA curriculum. The district plans on purchasing and training teachers for the implementation of ELA curriculum. LCAP Goal 1 (pgs. 56-84).

Local attendance data indicates that attendance rates dropped from 97% to 96% from the previous year. Chronic absenteeism increased from 1% to 5.5% and truancy rate also increased from 7.89% to 8.7%.

The district's Leadership Team will conduct an in depth analysis on the data to determine the causes and to determine the grade levels or groups in need of intervention. The district will also review the possibility of implementing an Attention to Attendance Program. In addition, the district will implement incentives such as field trips to motivate student to attend school on a regular basis. LCAP Goal 2, Action 1 (pg. 87), Action 2 (pg. 88), Action 3 (pg. 88-89), Action 4 (pgs. 89-90), Action 5 (pgs. 90-91), Action 6 (pgs. 91-92), Action 9 (94-95), Action 11 (pgs 96-97).

Although local data indicates parent involvement rates increased by 3.5%, the district considers that significant improvement continues to be necessary to ensure the success of all students. The district will continue to implement parent classes, incentives, and recognitions to encourage parents to become involved. LCAP Goal 3 (pgs. 98-108).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

The CA School Dashboard shows that a Performance Gap exists in the Suspension Rate indicator; All Student Performance is green, while Students with Disabilities performance is orange as revealed by the California Schools Dashboard.

The District will analyze suspension data to determine the reasons why Students with Disabilities are being suspended at a higher rate compared to other subgroups. The District will explore the possibility of implementing a Positive Behavior Intervention System. LCAP Goal 2, Actions 1-3 (pgs. 87-89).

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The district’s main focus will be in increasing students’ access to one-on-one technology; increasing personnel, services, and programs to address the specific needs of the students who are not meeting academic or behavior expectations; and increasing parent involvement.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,934,262.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,756,868.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. Other expenditures in the same area include: books and supplies, services and operating expenditures, and capital outlay.

\$5,726,951.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-2017

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

<h2 style="margin: 0;">Goal 1</h2>	<p>All students on track for college and/or career readiness.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Priority 1: Basic Services**  
 Teacher credentialing and Missassignment Rate (Ed Code 44258.9)
- Decrease the number/rate of teachers not fully credentialed **from 10% to 0%**
  - Decrease the number/rate of teachers teaching outside of subject area competence **from 10% to 0%**
  - Decrease the number/rate of teachers teaching ELs without authorization **from 10% to 0%**

#### ACTUAL

- Priority 1: Basic Services**  
 Teacher credentialing and Missassignment Rate (Ed Code 44258.9)
- Rate of teachers not fully credentialed, **32%**
  - Rate of teachers teaching outside of subject area competence, **32%**
  - Rate of teachers teaching ELs without authorization **32%**

**Priority 2: Implementation of State Standards**

- Maintain the implementation of State Standards at **100%** as measured by classroom observations  
Increase the implementation of State Standards from **3.00-substantially (at least 75%) to 4.00- Fully** as measured by the Academic Program Survey data Items 1-5

**Priority 2: Implementation of State Standards**

- The implementation of State Standards was maintained at **100%** as measured by classroom observations  
Implementation of State Standards was maintained **3.00-substantially (at least 75%)** as measured by the Academic Program Survey data Items 1-5

- Increase English Learners' access to the CCSS and the ELD standards from **75% to 100%** as measured by classroom observation.

- English Learners' access to the CCSS and the ELD standards is **100%** as measured by classroom observation.

**Priority 4: Pupil Achievement**

- State assessment standards met or nearly met rate for the district  
Increase proficiency levels by 5% in all subgroups on CAASPP over the 2015-16 proficiency levels  
2014-15 CAASPP proficiency levels
  - Increase ELA proficiency level by 5%
  - Increase Math proficiency level by 5%
  - Increase Science proficiency level by 5%
  - Increase Social Science proficiency – N/A

**Priority 4: Pupil Achievement**

- State assessment standards met or nearly met rate for the district  
2014-15 CAASPP proficiency levels
  - ELA proficiency level, **14%**
  - Math proficiency level, **11%**
  - Science proficiency level, **22.3%**

- API growth and score data per Ed Code 52052
  - API for Hispanic subgroup- **N/A**
  - API for Socioeconomically disadvantaged subgroup- **N/A**
  - API for English Learner subgroup- **N/A**
  - API for Pupils with Disabilities subgroup- **N/A**
  - API for Foster Youth subgroup **N/A**

- API growth and score data per Ed Code 52052 – **N/A**

- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Percent of EL students attaining AMAO 1 and 2 targets
  - Increase the percent of ELs attaining AMAO 1 from **56.9% to 63.5% (Increase by 6.6% to attain State target)**
  - Increase the percent of ELs attaining AMAO 2- less than 5 years from **16.8 % to 27.2 (Increase by 10.4% to attain State target)**
  - Increase the percent of ELs attaining AMAO 2- 5 years or more from **54.4% to 57.4% (State Target was exceeded by 3.5% in 2015-16)**
- Increase Rate of EL reclassification **by 3%** over the 2015-16 rate.
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

- Percent of students completing UC/CSU required courses **N/A**
- Percent of students completing a CTE Course Sequence **N/A**
- Percent of EL students attaining AMAO 1 and 2 targets
  - The percent of ELs attaining AMAO is **40.9%**
  - The percent of ELs attaining AMAO 2- less than 5 years is **10.6%**
  - The percent of ELs attaining AMAO 2- 5 years or more is **39.7%**
- Increase Rate of EL reclassification is **1.8%**
- Percent of students who passed AP exams with a score of 3 or higher **N/A**
- Early Assessment Project (EAP) College Ready rates for math and ELA **N/A**

### Priority 7: Course Access

- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - A. Maintain the percentage of students that have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220(a) at 100%
  - B. Maintain programs and services developed and provided to 100% of unduplicated pupils. All courses open to all unduplicated students.
  - C. Maintain programs and services developed and provided to 100% of individuals with exceptional needs, through SDC and RSP classrooms.

### Priority 7: Course Access

- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210 (grades 1-6) and Section 51220 (grades 9-12), as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs.
  - A. Percentage of students that have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220(a) 100%
  - B. Programs and services developed and provided to 100% of unduplicated pupils. All courses open to all unduplicated students.
  - C. Programs and services developed and provided to 100% of individuals with exceptional needs,

through SDC and RSP classrooms.

**Priority 8: Other Pupil Outcomes**

- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
  - CAHSEE ELA proficient rates **N/A**
  - CAHSEE Math proficient rates **N/A**
  - CAHSEE ELA 3-Year Pass rate **N/A**
  - CAHSEE Math 3-Year Pass rate **N/A**
  - AP Exam Participation Rate **N/A**
  - Increase the percentage of students meeting the Healthy Fitness Zone by 5% (increase from **63%** to 68% as measured by the Physical Fitness Test Results for PE.)
  - Increase the percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS by 5% (increase from 34% to 39%).
  - Increase the percentage of 1<sup>st</sup> -8<sup>th</sup> grade students mastering grade level mathematics standards by 5% as measured by local benchmarks (increase from 13% to 18%)
  - Increase the percentage of 1<sup>st</sup> – 8<sup>th</sup> grade students mastering grade level ELA standards by 5% as measured by local benchmarks (increase from 6% to 11%)

**Priority 8: Other Pupil Outcomes**

- Pupil outcomes in the subject areas described in Ed Code Sections 51210 and 51220
  - The percentage of students meeting the Healthy Fitness Zone is **34%**
  - The percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS is **34%**
  - The percentage of 1<sup>st</sup> -8<sup>th</sup> grade students mastering grade level mathematics standards as measured by local benchmarks is **34.6%**
  - The percentage of 1<sup>st</sup> – 8<sup>th</sup> grade students mastering grade level ELA standards by as measured by local benchmarks is **27%**

[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**

Actions/Services	<p><b>PLANNED</b></p> <p>1. Increase student achievement in English Language Development.</p> <p>a) LHUSD will hire and maintain fully credentialed and appropriately assigned teachers, Administrators, and Support Staff to implement its Educational Program effectively.</p> <p>i. Continue to partner with Kern County Office of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.</p>	<p><b>ACTUAL</b></p> <p>The district continued to partner with KCSOS to provide BTSA for teachers who needed to clear their Preliminary Credentials. This year two teachers participated in program.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$10,000.00 (S&amp;C) for BTSA costs services and other operating exp.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$9,725.00 (S&amp;C) for BTSA costs services and other operating exp.</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 **2**

Actions/Services	<p><b>PLANNED</b></p> <p>1 b). Purchase SBE ELA/ELD Adopted Curriculum for 3<sup>rd</sup>- 5<sup>th</sup> Grade.</p>	<p><b>ACTUAL</b></p> <p>The district adopted and purchased National Geographic ELA/ELD Curriculum for K-5<sup>th</sup> grade.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$80,000.00 (Base) for TK, and 3<sup>rd</sup>-5<sup>th</sup> SBE ELA/ELD Curriculum- for Books and Supplies</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$174,417.80 (Base) K-5<sup>th</sup> SBE ELA/ELD Curriculum- for Books and Supplies.</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**

Actions/Services	<b>PLANNED</b> 1 c). Continue to provide 15 minutes of extended time for a total of 45 minutes for ELD Instruction.	<b>ACTUAL</b> The district continued to provide 15 additional minutes of extended time for a total of 45 minutes for ELD Instruction.
Expenditures	<b>BUDGETED</b> \$71,321.00 (S&C) for teacher compensation for additional 15 minutes- certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$70,031.34 (S&C) for teacher compensation for additional 15 minutes- certificated salary and benefits

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 **4**

Actions/Services	<b>PLANNED</b> 1 d). Provide ELD Web Based Program Imagine Learning.	<b>ACTUAL</b> The district provided Imagine Learning for EL students and teachers.
Expenditures	<b>BUDGETED</b> \$38,663.00 (S&C) for EL Web based program- Imagine Learning. Services and Other Operating exp	<b>ESTIMATED ACTUAL</b> \$38,662.50 (S&C) for EL Web based program- Imagine Learning. Services and Other Operating exp

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 **5**

Actions/Services	<b>PLANNED</b> 1 e). Provide High Quality Professional Development for administrators, teachers and support staff in the areas of i. ELD Lesson design and delivery ii Integrated ELD	<b>ACTUAL</b> ELD Lesson design and delivery training was provided in house by our academic coaches. A group of teachers and administrators attended Designated ELD training then provided in house training. CA English Language Development Standards Training was
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	iii. Designated ELD	provided for new teachers. Some teachers also received training in Supporting ELD in Social Studies. Additional training will be provided in June and July.
Expenditures	<b>BUDGETED</b> \$3,000.00 (Title I, Title II ) for certificated professional development. Services and other Operating exp.	<b>ESTIMATED ACTUAL</b> \$1,925.00 (Title I, Title II) for certificated professional development. Services and other Operating exp.

**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 **6**

Actions/Services	<b>PLANNED</b> 1 f). Maintain a part-time ELD Coach to support classroom teachers.	<b>ACTUAL</b> The district maintained a part-time ELD Coach. ELD Coach provided professional development for EL teachers, modeled lessons, and one-on-one coaching.
Expenditures	<b>BUDGETED</b> \$44,174.00 (Title III) (S&C)for certificated salary and benefits for a part-time ELD Coach	<b>ESTIMATED ACTUAL</b> \$57,138.88 (Title III) for certificated salary and benefits for a part-time ELD Coach

**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 **7**

Actions/Services	<b>PLANNED</b> 1 g). Implement quarterly ELD Benchmarks to monitor EL student progress.	<b>ACTUAL</b> ELD Benchmarks were implemented two times during this school year.
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Expenditures	<b>BUDGETED</b> \$1,000.00 (S&C) for paper and ink costs. Books and supplies	<b>ESTIMATED ACTUAL</b> \$0

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 **8**

Actions/Services	<b>PLANNED</b> 1 h). Provide incentives for students meeting reclassification requirements.	<b>ACTUAL</b> Incentives were provided for students who met reclassification requirements and/or improved by at least one level.
Expenditures	<b>BUDGETED</b> \$1,000.00 (S&C) for student incentives- books and supplies	<b>ESTIMATED ACTUAL</b> \$655.44 (S&C) for student incentives- books and supplies

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 **9**

Actions/Services	<b>PLANNED</b> 1 i). Hold parent-student meetings with all EL students/parents to monitor progress (2 meetings per year).	<b>ACTUAL</b> Parent-student meetings were held at the beginning of the school year and after CELDT results were received.
Expenditures	<b>BUDGETED</b> No funding needed.	<b>ESTIMATED ACTUAL</b> No funding needed.

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 **10**

Actions/Services	<b>PLANNED</b> 2. Increase student achievement in English Language Arts/Literacy. a). Maintain fully credentialed and appropriately assigned teachers.	<b>ACTUAL</b> The district had planned to replace several non-fully credentialed teachers; however, the district was only able to hire one fully credentialed teacher.
Expenditures	<b>BUDGETED</b> \$22,660.00 (Base)- for additional cost to replace necessary certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$4,452.00 (Base) certificated salary and benefits.

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 **11**

Actions/Services	<b>PLANNED</b> 2b). Provide all students with appropriate SBE Adopted ELA Curriculum and Instructional materials.	<b>ACTUAL</b> K-5 <sup>th</sup> grade SBE Adopted ELA/ELD curriculum was purchased and implemented.
Expenditures	<b>BUDGETED</b> Budgeted under 1b.	<b>ESTIMATED ACTUAL</b> N/A

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 **12**

Actions/Services	<b>PLANNED</b> 2c). Provide sufficient textbooks, instructional materials and	<b>ACTUAL</b> Teachers were provided with additional supplemental instructional
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	supplies.	supplies.
Expenditures	<b>BUDGETED</b> \$2,000.00 (S&C) for additional supplemental instructional materials and supplies- increase resource budget- Books and supplies	<b>ESTIMATED ACTUAL</b> \$2,208.53 (S&C) for additional supplemental instructional materials and supplies- increase resource budget- Books and supplies

**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 **13**

Actions/Services	<b>PLANNED</b> 2d). Maintain reduced class sizes in grades K-3 <sup>rd</sup> grade. A focus will be place in addressing the needs of students who are most at risk.	<b>ACTUAL</b> An additional Kindergarten and 3 <sup>rd</sup> grade teacher were maintained in order to continue to provide reduced class sizes in such grade levels.
Expenditures	<b>BUDGETED</b> \$183,999.00 (S&C) for one Kindergarten teacher and one 3 <sup>rd</sup> grade teacher- certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$183,095.57 (S&C) for one Kindergarten teacher and one 3 <sup>rd</sup> grade teacher- certificated salary and benefits

**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 **14**

Actions/Services	<b>PLANNED</b> 2e). Purchase additional Informational Text-Weekly Readers.	<b>ACTUAL</b> Weekly Readers were purchased for all K-5 grade and 6-8 <sup>th</sup> grade reading intervention classrooms.
Expenditures	<b>BUDGETED</b> \$7,000.00 (S&C) for books and supplies	<b>ESTIMATED ACTUAL</b> \$5,971.66 (S&C) for books and supplies

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 **15**

Actions/Services	<b>PLANNED</b> 2f). Maintain a web-based Student Assessment System for quarterly benchmarks- Illuminate Education.	<b>ACTUAL</b> The district provided Illuminate Education for student assessments. Ongoing training was also provided for teachers and admin.
Expenditures	<b>BUDGETED</b> \$5,000.00 (S&C) Services and other Operating exp. (\$2,222.00); professional service- (\$300.00); Supplies (\$578.00); certificated salary and benefits- (\$1,900.00)	<b>ESTIMATED ACTUAL</b> \$13,229.62 (S&C) annual licensing and professional development costs.

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 **16**

Actions/Services	<b>PLANNED</b> 2g). Maintain a part-time ELA Coach to support classroom teachers.	<b>ACTUAL</b> An ELA Coach provided one-on-one coaching, professional development and modeled lessons for classroom teachers.
Expenditures	<b>BUDGETED</b> \$44,174.00 (S&C) for a part-time ELA Coach- certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$39,400.80 (S&C) for a part-time ELA Coach- certificated salary and benefits

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 **17**

Actions/Services	<b>PLANNED</b> 2h). Maintain a Reading Intervention Teacher to support Early Literacy in K-3 <sup>rd</sup> Grade.	<b>ACTUAL</b> A Reading Intervention Teacher provided literacy support to K-4 <sup>th</sup> grade Title I Students.
Expenditures	<b>BUDGETED</b> \$104,792.00 (Title I) for a Reading Teacher- certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$108,511.15 (Title I) for a Reading Teacher- certificated salary and benefits.

**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 **18**

Actions/Services	<b>PLANNED</b> 2i). Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3 <sup>rd</sup> .  i. Provide training for new teachers and instructional aides.	<b>ACTUAL</b> DIBELS training was provided for new teachers. Replacement materials were purchased.
Expenditures	<b>BUDGETED</b> \$1,500.00 (S&C) for DIBELS training services and other operating exp.	<b>ESTIMATED ACTUAL</b> \$1,186.10 (S&C) for DIBELS training services

**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 **19**

Actions/Services	<b>PLANNED</b> 2j). Maintain a Paraprofessional to assist in reading/language arts intervention classrooms.	<b>ACTUAL</b> A Paraprofessional provided additional support for Title 1 students in Reading Language Arts and mathematics intervention classrooms.
Expenditures	<b>BUDGETED</b> \$31,706.00 (Title I) for a Paraprofessional- classified salary and benefits	<b>ESTIMATED ACTUAL</b> \$29,931.42 (Title I) classified salary and benefits.

(Title I) for a Paraprofessional- classified salary and benefits

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 **20**

Actions/Services	<b>PLANNED</b> 2k). Implement an ELA Tier Intervention Program for students needing strategic intervention.	<b>ACTUAL</b> ELA RTi was implemented this year.
Expenditures	<b>BUDGETED</b> No Cost	<b>ESTIMATED ACTUAL</b> No Cost

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 **21**

Actions/Services	<b>PLANNED</b> 2l). Provide incentives for students meeting grade level standards including students in Elementary and Middle School.	<b>ACTUAL</b> The following student incentives were provided for students meeting grade level standards and/or behavior expectations: school t-shirts, special grade level celebrations, and field trips to Disneyland, Condors games, bowling, and Wasco High School.
Expenditures	<b>BUDGETED</b> \$9,000.00 (S&C) for supplies	<b>ESTIMATED ACTUAL</b> \$8,715.52 (S&C) for supplies and transportation to field trips.

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 **22**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>2m). Continue to offer extended learning activities to support achievement of grade level standards.</p> <p>i. Provide mandatory before school, after school, Saturday School and summer school for at risk students.</p>	<p><b>ACTUAL</b></p> <p>Before school and after school tutoring was provided for at risk students. Saturday School was provided for targeted students. The district will also provide Summer School from June 5<sup>th</sup>-30<sup>th</sup> for at risk K-7 grade students.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>i. \$43,151.80 (Title I,) for extended learning- certificated staff salary and benefits; \$47,833(S&amp;C) for Summer School- certificated salary and benefits- (\$36,118.00); classified salary and benefits- (\$11,715.00)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$38,835 (Title I) Certificated salary and benefits          \$4,315 (title I) Classified salary and benefits          \$35,850 (S&amp;C) Certificated salary and benefits          \$11,950 (S&amp;C) Classified salary and benefits.</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 **23**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p>2n). Continue to provide 1 hr per week for grade level Professional Learning Communities.</p>	<p><b>ACTUAL</b></p> <p>All teachers were provided with 1 hr once per week for grade level Professional Learning Communities.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p>No cost. PLC schedule already incorporated in teachers regular schedule</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>No cost. PLC schedule already incorporated in teachers regular schedule</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 **24**

Actions/Services

<p><b>PLANNED</b></p> <p>2o). Provide High Quality Professional Development for administrators, teachers, and support staff in the areas of:</p> <ul style="list-style-type: none"> <li>i. EDI lesson design and delivery</li> <li>ii. Depth of Knowledge (DOK)</li> <li>iii. Close Reading</li> <li>iv. Guided Reading</li> <li>v. Writing Workshops</li> <li>vi. Early Literacy Strategies</li> <li>vii. Integrated ELD</li> <li>viii. RTI</li> </ul>
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<p><b>ACTUAL</b></p> <p>Professional Development was provided in the following areas: EDI lesson design and delivery, early literacy strategies, writing workshops, integrated ELD, RTi, ELA Common Core Standards Implementation, Creating a High Performance Coaching Culture for academic coaches.</p> <p>Additional professional development will be provided in June and July.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$79,021.90 (Title I- \$20,075.9; Title II- \$20,500.00; Educator Effectiveness- \$38,446 )- for certificated professional development</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$12,686.33 (Educator Effectiveness); \$6,500.00 (Title II); \$20,019.7 (Title I)- certificated professional development costs</p>
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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 **25**

Actions/Services

<p><b>PLANNED</b></p> <p>2p). Implement a K-8<sup>th</sup> grade literacy program to increase student reading fluency and comprehension (possibly- Read Naturally).</p>
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<p><b>ACTUAL</b></p> <p>Read Naturally curriculum was purchased and implemented for K-8<sup>th</sup> grade.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$39,500.00 (S&amp;C) for supplemental reading fluency program- Books and supplies</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$38,214.67 (S&amp;C) for supplemental reading fluency program- Books and supplies</p>
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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 **26**

Actions/Services	<p><b>PLANNED</b> 2q). Provide each teacher with project funds to implement project based activities in the classroom.</p>	<p><b>ACTUAL</b> Each teacher was provided with \$500.00 for classroom project based lessons.</p>
Expenditures	<p><b>BUDGETED</b> \$15,500.00 (S&amp;C) for project based classroom activities- books and supplies</p>	<p><b>ESTIMATED ACTUAL</b> \$15,235.83 (S&amp;C) for project based classroom activities- books and supplies</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 **27**

Actions/Services	<p><b>PLANNED</b> 2r). Add additional professional development for teachers.</p>	<p><b>ACTUAL</b> One additional day was added to the teachers' schedule. This additional day was used for professional development.</p>
Expenditures	<p><b>BUDGETED</b> \$9,230.00 (S&amp;C) for teacher compensation for an additional day- certificated salary and benefits</p>	<p><b>ESTIMATED ACTUAL</b> \$9,025.52 (S&amp;C) for teacher compensation for an additional day- certificated salary and benefits</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 **28**

Actions/Services	<p><b>PLANNED</b> 3. Increase Student achievement in Mathematics. a). Maintain Highly Qualified Teachers.</p>	<p><b>ACTUAL</b> See action 10.</p>
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Expenditures	<b>BUDGETED</b> Budgeted under 1a.	<b>ESTIMATED ACTUAL</b> N/A
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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 **29**

Actions/Services	<b>PLANNED</b> 3b). Provide sufficient textbooks, instructional materials, and supplies.	<b>ACTUAL</b> Instructional materials for mathematics have not been purchased. The district is currently reviewing and analyzing SBE Mathematics Curriculum. However; the district has not selected curriculum.
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Expenditures	<b>BUDGETED</b> Budgeted under 2c.	<b>ESTIMATED ACTUAL</b> N/A
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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 **30**

Actions/Services	<b>PLANNED</b> 3c). Maintain reduced class sized in grades K-3 <sup>rd</sup> . A focus will be placed on addressing the needs of students who are most at risk.	<b>ACTUAL</b> An additional Kindergarten and 3 <sup>rd</sup> grade teacher were maintained in order to continue to provide reduced class sizes in such grade levels.
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Expenditures	<b>BUDGETED</b> Budgeted under 2d.	<b>ESTIMATED ACTUAL</b> N/A
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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 **31**

Actions/Services	<b>PLANNED</b> 3d). Maintain a part-time math coach to support classroom teachers.	<b>ACTUAL</b> A math coach was hired.
Expenditures	<b>BUDGETED</b> \$46,061.00 (S&C) for a part-time math coach- certificated salary and benefits	<b>ESTIMATED ACTUAL</b> \$47,702.25 (S&C) for a math coach- certificated salary and benefits

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 **32**

Actions/Services	<b>PLANNED</b> 3e). Provide a math intervention teacher to provide supplemental instruction to 3 <sup>rd</sup> -8 <sup>th</sup> grade at risk students.	<b>ACTUAL</b> A math intervention teacher provided additional mathematics instruction to 3 <sup>rd</sup> - 8 <sup>th</sup> grade students in need of intervention.
Expenditures	<b>BUDGETED</b> \$94,551.00 (EIA) for math intervention teacher- certificated salary and benefits.	<b>ESTIMATED ACTUAL</b> \$94,838.47 (EIA) for math intervention teacher- certificated salary and benefits.

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 **33**

Actions/Services	<b>PLANNED</b> 3f). Provide a web based math program- Big Brains.	<b>ACTUAL</b> Big-Brains was provided for supplemental mathematics instruction.
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Expenditures	<b>BUDGETED</b> No Cost- 3 year contract already paid.	<b>ESTIMATED ACTUAL</b> N/A

[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 **34**

Actions/Services	<b>PLANNED</b> 3g). Maintain a Paraprofessional to assist in math intervention classrooms.	<b>ACTUAL</b> A Paraprofessional provided additional support for Title 1 students in Reading Language Arts and mathematics intervention classrooms.

Expenditures	<b>BUDGETED</b> Budgeted under 2j	<b>ESTIMATED ACTUAL</b> N/A

[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 **35**

Actions/Services	<b>PLANNED</b> 3h). Implement a tiered academic intervention program for math students needing strategic and intensive intervention.	<b>ACTUAL</b> A tiered academic intervention program was implemented.

Expenditures	<b>BUDGETED</b> No cost	<b>ESTIMATED ACTUAL</b> N/A

[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 **36**

Actions/Services	<p><b>PLANNED</b></p> <p>3i). Provide incentives for students meeting grade level standards including students in Elementary and Middle School.</p>	<p><b>ACTUAL</b></p> <p>The following student incentives were provided for students meeting grade level standards and/or behavior expectations: school t-shirts, special grade level celebrations, and field trips to Disneyland, Condors games, bowling, and Wasco High School.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Budgeted under 2l.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>N/A</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 **37**

Actions/Services	<p><b>PLANNED</b></p> <p>3j). Continue to offer extended learning activities to support achievement of grade level standards.</p> <p>i. Provide mandatory before school, after school, Saturday school and summer school for most at risk students.</p>	<p><b>ACTUAL</b></p> <p>Before school and after school tutoring was provided for at risk students. Saturday School was provided for targeted students. The district will also provide Summer School from June 5<sup>th</sup>-30<sup>th</sup> for at risk K-7 grade students.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Budgeted under 2m.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>N/A</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 **38**

Actions/Services	<p><b>PLANNED</b></p> <p>3k). Provide each teacher with project funds to implement project based activities in the classroom.</p>	<p><b>ACTUAL</b></p> <p>See action 26.</p>
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Expenditures	<b>BUDGETED</b> Budgeted under 2q.	<b>ESTIMATED ACTUAL</b> N/A
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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 **39**

Actions/Services	<b>PLANNED</b> 4. Increase student achievement in Science.  a). Maintain Highly Qualified Teachers.	<b>ACTUAL</b> See action 10.
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Expenditures	<b>BUDGETED</b> Budgeted under 1a.	<b>ESTIMATED ACTUAL</b> N/A
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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 **40**

Actions/Services	<b>PLANNED</b> 4b). Provide sufficient textbooks, instructional material, and supplies.	<b>ACTUAL</b> Teachers were provided with additional supplemental instructional supplies.
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Expenditures	<b>BUDGETED</b> Budgeted under 2c.	<b>ESTIMATED ACTUAL</b> N/A
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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 **41**

<p>Actions/Services</p>	<p><b>PLANNED</b> 4c). Fully implement the Next Generation Science Standards (NGSS)- provide professional development.</p>	<p><b>ACTUAL</b> Teachers and administrators were provided with ongoing NGSS professional development. Training was provided through Kern County Office of Education, Riverside County Office of Education and San Bernardino County Office of Education. Teachers will attend additional training in June 2017.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$7,000.00 (Educator Effectiveness) for professional development- for services and other operating exp.</p>	<p><b>ESTIMATED ACTUAL</b> \$3,586.18 (Educator Effectiveness) for professional development- for services and other operating exp.</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 **42**

<p>Actions/Services</p>	<p><b>PLANNED</b> 5. Improve the use of technology to support implementation of CCSS and student achievement. a). Maintain a technology technician.</p>	<p><b>ACTUAL</b> A technology technician was maintained.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$92,169.00 (S&amp;C) for technology technician- classified salary and benefits</p>	<p><b>ESTIMATED ACTUAL</b> \$88,903.02 (S&amp;C) for technology technician- classified salary and benefits</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 **43**

Actions/Services	<b>PLANNED</b> 5b). Expand Wi-Fi for the Migrant Building, Family Resource Center, and District Office.	<b>ACTUAL</b> Wi-Fi was installed in the Migrant Building, Family Resource Center, and District Office.
Expenditures	<b>BUDGETED</b> \$30,000.00 (Base) for Wi-Fi costs: services and other operating exp	<b>ESTIMATED ACTUAL</b> \$4,408.18 (Base) for Wi-Fi costs: services and other operating exp

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 **44**

Actions/Services	<b>PLANNED</b> 5c). Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21 <sup>st</sup> Century Learning. (focus on 3 <sup>rd</sup> -8 <sup>th</sup> grade)	<b>ACTUAL</b> The following purchases were made: classroom chrome books, computer carts, a science lab, and software.
Expenditures	<b>BUDGETED</b> \$80,000.00 (S&C) for classroom electronic devices- books and supplies	<b>ESTIMATED ACTUAL</b> \$84,081.38 (S&C) for classroom electronic devices- books and supplies

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 **45**

Actions/Services	<b>PLANNED</b> 5d). Upgrade existing computer labs. (Lab 2)	<b>ACTUAL</b> Computer Lab 2 computers were replaced.
Expenditures	<b>BUDGETED</b> \$27,500.00 (S&C) for replacement of computer lab devices- lab 2 books and supplies	<b>ESTIMATED ACTUAL</b> \$25,969.20 (S&C) for replacement of computer lab devices- lab 2 books and supplies

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 **46**

Actions/Services	<b>PLANNED</b> 5e). Maintain a technology inventory program.	<b>ACTUAL</b> An inventory program was maintained.
Expenditures	<b>BUDGETED</b> No cost	<b>ESTIMATED ACTUAL</b> N/A

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 **47**

Actions/Services	<b>PLANNED</b> 5f). Maintain a technology replacement program. i. Replace classroom Smart Board Technology. ii. Replace classroom printers.	<b>ACTUAL</b> All classroom Smart Boards were replaced.
Expenditures	<b>BUDGETED</b> i. \$80,000.00 (S&C) for new Smart Boards- books and supplies ii. \$7,500.00 (S&C) for new classroom printers cost	<b>ESTIMATED ACTUAL</b> \$80,249.90 (S&C) smart board projectors and installation costs.

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 **48**

<p>Actions/Services</p>	<p><b>PLANNED</b> 5g). Provide ongoing technology support.</p>	<p><b>ACTUAL</b> Outside technology support was provided.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 5g). \$7,500.00 (Base) for technology support costs services and other operating exp- outside contract</p>	<p><b>ESTIMATED ACTUAL</b> \$4,795.58 (Base) for technology support costs services and other operating exp- outside contract</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.

44 out of 48 Actions and Services were implemented as planned.

Actions not fully implemented were:

Action 10- hire fully credentialed teachers and 39- maintain highly qualified teacher due to lack of fully credentialed teachers available to hire. In addition in 2015-16, a local company proposed to convert the district into a charter district. The proposal did not acquire the necessary support from the teachers. However, this influenced 1/3 of the district's fully credentialed teachers to look into working with other districts. By the end of the school year, the district had lost 10 out of 30 teachers. The district was able to fill all 10 positions; however, all teachers were under PIPs or STIPs.

Action 41- fully implement the Next Generation Science Standards (NGSS) was not fully completed due to the lack of NGSS training. The district was able to send 3 science teachers to out of the county training. Those teachers then provided training to the remainder of our teachers. Teachers began some implementation of the NGSS during the 4<sup>th</sup> quarter.

Action 47 ii- Replace classroom printers. There was no need to purchase additional printers since the district was able to utilize what was already in inventory.

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

Actions 1-9, 11-38, and 40-48 were deemed effective as per stakeholder input and observations. Local Benchmark Assessment Data showed an increase of 21.6% in 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level standards in mathematics from the previous year and an increase of 21% in 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level standards in ELA.

Action 10 and 39 continues to be an area of concern and priority for the district. The district will focus on providing support to teachers who are close to completing their credentials in an attempt to retain those teachers once they are fully credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2, the cost for SBE ELA/ELD Adopted Curriculum was higher than anticipated. The district planned on purchasing curriculum for K-2<sup>nd</sup> grade during the 2015-16 fiscal year. However, the curriculum review continued until April. Curriculum was not purchased until June 2016. All invoices were fully paid during the 2016-17 fiscal year. During this same year, the district purchased 3<sup>rd</sup>-5<sup>th</sup> grade curriculum. Therefore, doubling the amount budgeted for 2016-17.

Actions 3,6,13, 17, 27, 31, 32, 42 were higher than anticipated due to both the certificated and classified units receiving salary increases.

Action 6, in addition to certificated employees receiving a salary increase, due to the large number of new teachers, the district determined that more time was needed to provide ELD Coaching.

Action 7 costs were \$0 rather than \$1,000. ELD Benchmarks were implemented utilizing the current web based student assessment system. Therefore there was no need for print costs.

Action 10 costs were lower than anticipated due to the district not being able to replace non fully credentialed teachers.

Action 16 costs were lower than anticipated due to the reduction of ELA Coaching needed.

Action 18 costs were higher than anticipated. There was a need to purchase replacement materials to conduct DIBELS assessment.

Action 24 costs were lower than anticipated. The lack of substitute teachers kept the district from sending more teachers to outside the district training.

Action 41 costs were lower than anticipated. The district experienced difficulty finding local NGSS training.

Action 43 costs were lower than anticipated. The district was able to utilize equipment from the prior year. In addition, set up was completed by district's technician.

Action 44 costs were higher than anticipated. During the school year there was a need to purchase a middle school science lab.

Action 48 costs were lower than anticipated. Less technology support was needed.

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: Through stakeholder engagement, the district learned that Goal 1 included too many Actions/Services. Stakeholders agree those Actions/Services were necessary in order to accomplish Goal 1. Stakeholders suggested Actions/Services are consolidated to get a clearer focus of Goal 1.

Change: some actions and services will be consolidated. All web based programs (Actions 4, 15, and 33) will be consolidated into one Action (Action 9 pgs. 65-66). In addition, all personnel (Actions 6,16, 19, 31, 32, 34, and 42) will be consolidated into its own Service (Action 11 pgs. 67-68). This will narrow goal one and will make it more understandable to stakeholders.

## Goal 2

Create a safe and welcoming learning environment where students are connected to their schools.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 1: Basic Services

- Teacher credentialing and Missassignment Rate (Ed Code 44258.9) – **This metric is fully addressed under Goal 1 Action and Services**
  - Decrease the number/rate of teachers not fully

#### ACTUAL

##### Priority 1: Basic Services

- Teacher credentialing and Missassignment Rate (Ed Code 44258.9) – **This metric is fully addressed under Goal 1 Action and Services**
  - Number/rate of teachers not fully credentialed is **32%**

- Decrease the number/rate of teachers teaching outside of subject area competence from 10% to 0%
- Decrease the number/rate of teachers teaching ELs without authorization from 10% to 0%
- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119- **This metric is fully addressed under Goal 1 Action and Services**
  - Maintain the number/rate of students lacking their own textbook at 0%

Well-maintained school facilities

- Increase Overall Facility Rating from Facility Inspection Tool (FIT) from 95% (**Good School Rating**) to 100% (**Exemplary School Rating**)

- Number/rate of teachers teaching outside of subject area competence is 32%
- Number/rate of teachers teaching ELs without authorization is 32%
- Sufficient access to standards- aligned instructional materials as defined in Ed Code 60119- **This metric is fully addressed under Goal 1 Action and Services**
  - Maintain the number/rate of students lacking their own textbook at 0%

Well-maintained school facilities

- Overall Facility Rating from Facility Inspection Tool (FIT) is 100% (**Exemplary School Rating**)

**Priority 5: Pupil Engagement**

- Increase Attendance Rate from 97% to 98%
- Maintain Chronic Absenteeism Rate to 1%
- Maintain/decrease Truancy Rate to 7.89%
- Maintain Middle School Dropout Rate (8<sup>th</sup> grade- 0%; 9<sup>th</sup> grade- 0%)
- High School Dropout Rate N/A
- High School Graduation Rate N/A

**Priority 5: Pupil Engagement**

- Attendance Rate 96%
- Chronic Absenteeism Rate 5.5%
- Truancy Rate 8.7%
- Middle School Dropout Rate (8<sup>th</sup> grade- 0%)
- High School Dropout Rate N/A
- High School Graduation Rate N/A

**Priority 6: School Climate**

- Maintain Suspension Rate at 1.8%
- Maintain Expulsion Rate at 0%
- Pupil Surveys- 95% of students in 4<sup>th</sup>-8<sup>th</sup> grade will report feeling safe, welcomed, and connected to their schools.

**Priority 6: School Climate**

- Suspension Rate 0.8%
- Expulsion Rate 0%
- Pupil Surveys- 87.5% of students in 4<sup>th</sup>-8<sup>th</sup> grade reported feeling safe, welcomed, and connected to their schools.

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**

Actions/Services	<p><b>PLANNED</b></p> <p>1. Increase student safety.</p> <p>a). Provide additional counseling services for students (2 additional days)</p>	<p><b>ACTUAL</b></p> <p>2 additional days of counseling services were provided.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$36,000.00 (S&amp;C) - Additional Counseling- Certificated Salary and benefits.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$32,674.52 (S&amp;C) - Additional Counseling- Certificated Salary and benefits.</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 **2**

Actions/Services	<p><b>PLANNED</b></p> <p>1b). Continue to provide anti-bullying training for staff, parents, and students. Implement Safe Schools Ambassadors program (train 4<sup>th</sup>-8<sup>th</sup> grade students) and Box Out Bullying.</p>	<p><b>ACTUAL</b></p> <p>Safe School Ambassadors program training was provided for 4<sup>th</sup>-8<sup>th</sup> grade and mentors.</p> <p>Administrators, counselors, and school psychologist attended several anti-bullying and cyber-bullying training.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$7,000.00 (S&amp;C) for anti-bullying training for students, staff and parents- Professional Services- outside vendor</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$1,400.00 (S&amp;C) for anti-bullying training for students, staff and parents- Professional Services- outside vendor</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**

Actions/Services	<b>PLANNED</b> 1c). Ensure that all facilities are modernized, safe, and engaging.	<b>ACTUAL</b> Leaky roofs were repaired, lighting in several classrooms were updated, 4 HBAC systems were replaced, new padding was installed in the gymnasium.
Expenditures	<b>BUDGETED</b> \$45,000.00 (Base)- maintaining facilities Services and Other Operating exp	<b>ESTIMATED ACTUAL</b> \$53,643.53 (Base)- maintaining facilities Services and Other Operating exp

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 **4**

Actions/Services	<b>PLANNED</b> 1d). Continue to implement and maintain the Comprehensive School Safety Plan. i. Provide Active Shooter training. ii. Purchase safety supplies.	<b>ACTUAL</b> The Comprehensive School Safety Plan was maintained. Active Shooter training was provided by an outside vendor. First aid and safety supplies were purchased.
Expenditures	<b>BUDGETED</b> \$15,000.00 (S&C) for safety supplies (\$7,000.00) and Services and operating exp (\$8,000.00). Cost Objectives; Books and Supplies	<b>ESTIMATED ACTUAL</b> \$5,250 (S&C) for safety training costs and \$1,562.68 for safety supplies.

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 **5**

Actions/Services	<b>PLANNED</b> 1e). Continue to provide additional custodial staff to maintain cleaner facilities.	<b>ACTUAL</b> An additional custodian was maintained.
Expenditures	<b>BUDGETED</b> \$47,271.00 (S&C) for custodian- classified salary and benefits	<b>ESTIMATED ACTUAL</b> \$47,482.73 (S&C) for custodian- classified salary and benefits

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 **6**

Actions/Services	<b>PLANNED</b> 1f). Provide professional development for classified staff.	<b>ACTUAL</b> Professional development was provided to Instructional Aides and Paraprofessionals. Professional development and training for custodians and grounds staff is schedule for June.
Expenditures	<b>BUDGETED</b> \$1,500.00 (S&C) for classified- custodian and grounds staff professional development	<b>ESTIMATED ACTUAL</b> \$1,500.00 (S&C) for classified staff professional development costs

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 **7**

Actions/Services	<b>PLANNED</b> E1g). Provide additional student supervision before school, after school, during recess and class transitions.	<b>ACTUAL</b> Additional student supervisors were hired for morning and afternoon supervision.
	<b>BUDGETED</b> \$20,000.00 (S&C) compensation for additional student supervision- classified salary and benefits.	<b>ESTIMATED ACTUAL</b> \$20,998.04 (S&C) compensation for additional student supervision- classified salary and benefits.

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 **8**

Actions/Services	<b>PLANNED</b> 1h). Provide 2 way radios for all teachers conducting recess duty.	<b>ACTUAL</b> 2 way radios were provided for yard supervisors.
	<b>BUDGETED</b> \$1,500.00 (S&C)for additional 2 way radios- supplies	<b>ESTIMATED ACTUAL</b> \$1,033.38 (S&C)for additional 2 way radios- supplies

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 **9**

Actions/Services	<b>PLANNED</b> 1i). Conduct more non-planned safety drills (at least 3 additional safety drills per year).	<b>ACTUAL</b> Additional non-planned safety drills were conducted.
	<b>BUDGETED</b> No funding needed	<b>ESTIMATED ACTUAL</b> N/A

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 **10**

Actions/Services	<b>PLANNED</b> 1j). Pick up students from home when not ill and not in school.	<b>ACTUAL</b> Students were picked up from home when not ill.
Expenditures	<b>BUDGETED</b> No funding needed	<b>ESTIMATED ACTUAL</b> N/A

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 **11**

Actions/Services	<b>PLANNED</b> 1k). Upgrade/replace water fountains throughout the district. Ensure upgrade/replaced water fountains include water filter for cleaner/healthier drinking water.	<b>ACTUAL</b> Some plumbing has been completed. Water fountains have been replaced.
Expenditures	<b>BUDGETED</b> \$222,382.00 (S&C) for pipe replacement filtration system, new drinking fountains- Services and operating exp	<b>ESTIMATED ACTUAL</b> \$4,000.00 (S&C) Services and operating exp

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 **12**

Actions/Services	<b>PLANNED</b> 1l). Implement Smart Energy Management System for increased safety during various school events.	<b>ACTUAL</b> Energy Management System was installed.
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Expenditures

**BUDGETED**  
 \$35,000.00 (Base) for motion sensors throughout district facilities- services and other operating exp.

**ESTIMATED ACTUAL**  
 \$45,116.50 (Base) for motion sensors throughout district facilities- services and other operating exp.

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 **13**

Actions/Services

**PLANNED**  
 1m). Upgrade student soccer field #1.

**ACTUAL**  
 Student soccer field was upgraded.

Expenditures

**BUDGETED**  
 \$36,759.00 (S&C) for services and operating exp (\$4,700) Services and Operating exp (\$32,059.00)

**ESTIMATED ACTUAL**  
 \$31,932.13 (S&C) for services and operating exp

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 **14**

Actions/Services

**PLANNED**  
 2. Increase student engagement.  
 a.) Continue to provide extracurricular activities such as sports, mentoring, and arts.  
 i. Soccer  
 ii. Art- PS Arts  
 iii. Book Clubs

**ACTUAL**  
 Additional extracurricular activities were provided. Students had the opportunity to participate in activities of their choice such as soccer, dance, typing, computer coding, tutoring younger students, sewing, art and community services.

Expenditures

**BUDGETED**  
 \$10,000.00 (S&C) for materials (\$2,000) and teacher compensation (\$8,000) for additional hrs.- certificated salary and benefits

**ESTIMATED ACTUAL**  
 \$7,928.97 (S&C) materials and supplies and \$1,200.00- classified salary and benefits.


**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 **15**

Actions/Services	<p><b>PLANNED</b> 2b). Continue to provide transportation for after school tutoring and extracurricular activities.</p>	<p><b>ACTUAL</b> Transportation was provided on Monday, Tuesday, and Thursday for after school and extracurricular activities.</p>
Expenditures	<p><b>BUDGETED</b> \$5,027.00 (S&amp;C) for After school transportation Services and Other Operating exp</p>	<p><b>ESTIMATED ACTUAL</b> \$5,198.73 (S&amp;C) for After school transportation Services and Other Operating exp</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.	<p>Actions and services 1, 3-10, and 12-14 were fully implemented. Actions 2 and 11 were partially implemented.</p> <p>Action 2, anti-bullying training was provided for administrators. Also 4<sup>th</sup> -8<sup>th</sup> grade students and staff were provided with Safe Schools Ambassadors program training. However, the district was not able to bring additional training for K-3<sup>rd</sup> grade students and parents.</p> <p>Action 11, the district encountered unforeseen issues with the installation of the water filtration system. Some work was completed. However, the majority of the work will have to be started in July.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Actions 1, 3-10, and 12-14 were deemed effective due to surveys and observation data collected. Student suspension rates were reduced by 1% and expulsion rates remained at 0%.</p> <p>Actions 2: the lack of training available for K-3<sup>rd</sup> grade students made it difficult to provide the necessary anti-bullying training for parent and students of this same age group.</p> <p>Action 11, unforeseen issues has pushed this action to the following year.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2, costs were lower than expected. The district was not able to contract with outside vendor to provide training for students and parents.

Action 3, costs were higher than expected. Due to the large amount of rain we received this year, the district had to repair several leaky roofs. This was not originally planned.

Action 4, costs were lower than expected. The cost for active shooter training turned out to be much lower than originally quoted. In addition, the district was not able to complete with installation of AEDs due to lack of staff training.

Actions 5 and 6, costs were higher than expected due to salary increases and overtime worked.

Action 11, costs were lower than anticipated. During the year, the district determined that in order to install the water filtration system correctly several unknowns had to be determined to properly address the concerns. First, what items needed to be filtered and what was the level of the elements. Several testing had to be completed at random times. Depending on the elements and the quantity determines the filters. Second, the amount of water that the District uses; thus the quantity of water to be filtered. A water meter had to be installed to determine the water usage for the cafeteria, again for proper filtration. Meter readings were taken for six weeks and currently the civil engineer is working on the details of the system.

Action 12, costs were higher than expected. Additional wiring had to be installed in order for proper installation of Energy Management System.

Action 13, costs were lower than expected. Some work was completed by district employees. Outside vendors were not needed.

Action 15, costs were higher than expected. Originally, the district planned on providing transportation twice per week. However, there was the need to increase transportation to three times per week.

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: Although the district focused on creating a safer school environment, student chronic absenteeism has increased from 1% to 5.5% over the last year. Truancy rate also increased from 7.89% to 8.7%. Attendance rate decreased from 97% to 96%. To address these areas of concern, the district will shift some to the focus on this area to attendance and chronic absenteeism.

Changes to this goal include placing a focus on student attendance and chronic absenteeism. We have added the following actions in order to increase student attendance and reduce chronic absenteeism. Action 2: Implement a Positive Behavior Intervention Program. Action 9: purchase a school van. The district will also modify the following actions: Action 3, funding will be increased to complete modernization projects; Action 6, will include professional development for instructional aides, students supervisors, and front office staff; Actions 15-16, will increase extracurricular activities, transportation and funding to keep students more engaged.

# Goal 3

Increase parent and family engagement.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3: Parental Involvement

- How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs
  - Number of meetings held/ number of opportunities provided to parents to be involved at the school
  - How promotions were made: **(Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders.**
  - DAC/ELAC/  
DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 10%). Base line numbers will be collected 2016-17.**

### ACTUAL

#### Priority 3: Parental Involvement

- How the school promotes parental participation in programs for unduplicated pupil and individuals with exceptional needs
  - Number of meetings held/ number of opportunities provided to parents to be involved at the school
  - How promotions were made: **(Promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Reminders were sent to all parents.**
  - DAC/ELAC/  
DELAC/ SSC/ Title I parent meeting attendance numbers **(Hold at least 24 parent meetings) (Increase parent meeting attendance numbers by 10%). Base line numbers will be collected 2016-17.** 24 parent meetings were held this year. Data indicates a 3.5%

increase in parent involvement in those meetings.

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**

Actions/Services	<b>PLANNED</b> 1. Increase parent engagement. a). Maintain the Lost Hills Union School District Parent Center.	<b>ACTUAL</b> The parent center was maintained.
Expenditures	<b>BUDGETED</b> \$2,000.00 (S&C) for supplies/equipment. Books and Supplies	<b>ESTIMATED ACTUAL</b> \$1,672.30 (S&C) for supplies/equipment. Books and Supplies

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**

Actions/Services	<b>PLANNED</b> 1b). Continue to provide a Parent Liaison.	<b>ACTUAL</b> The district provided a Parent Liaison; however, the district lost its Parent Liaison on April 2017. The district is actively attempting to fill the position.
Expenditures	<b>BUDGETED</b> \$21,669.00 (S&C) for part-time parent liaison- classified salary and benefits	<b>ESTIMATED ACTUAL</b> \$7,803.63 EIA \$7,803.63 Title I for part-time parent liaison- classified salary and benefits

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**

Actions/Services	<b>PLANNED</b> 1c). Provide parents with the resources and training to strengthen student learning at home.	<b>ACTUAL</b> Parents were provided with parent training to strengthen student learning at home.
Expenditures	<b>BUDGETED</b> \$10,000.00 (S&C) for parent resources. Books and Supplies	<b>ESTIMATED ACTUAL</b> \$1,783.62 for supplies

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 **4**

Actions/Services	<b>PLANNED</b> 1d). Provide parents with opportunities for volunteering.	<b>ACTUAL</b> Parents were provided with opportunities to volunteer in classrooms and school events.
Expenditures	<b>BUDGETED</b> No funding needed.	<b>ESTIMATED ACTUAL</b> N/A

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 **5**

Actions/Services	<b>PLANNED</b> 1e). Provide interpretation at all parent conferences for parents who do not speak English.	<b>ACTUAL</b> Interpretation was provided for all parent conferences.
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Expenditures	<b>BUDGETED</b> \$1,551.00 (S&C) for Supplemental pay for 10 instructional aides-interpreters- classified salary and benefits	<b>ESTIMATED ACTUAL</b> \$1,500.00 (S&C) for Supplemental pay for 10 instructional aides-interpreters- classified salary and benefits

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 **6**

Actions/Services	<b>PLANNED</b> 1f). Provide snacks and childcare during parent meetings.	<b>ACTUAL</b> Snacks and childcare were provided for parent committee meetings.
Expenditures	<b>BUDGETED</b> \$2,000.00 (S&C) for supplies for 24 parent meetings- \$8,000 classified salary and benefits	<b>ESTIMATED ACTUAL</b> \$1,614.9 (S&C) for supplies for parent meetings and classified salary and benefits

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 **7**

Actions/Services	<b>PLANNED</b> 1g). Provide recognition for parents who are consistently involved in their children’s education.	<b>ACTUAL</b> Involved parents received recognitions at the last school assembly.
Expenditures	<b>BUDGETED</b> \$2,000.00 (S&C) for parent incentives- certificates, plaques, skirts etc. – Books and supplies	<b>ESTIMATED ACTUAL</b> \$1,526.35(S&C) for parent incentives- certificates, plaques, shirts etc. – Books and supplies

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 **8**

Actions/Services	<p><b>PLANNED</b></p> <p>2. Improve home to school communication.</p> <p>a). Continue to contract services with web-based student information system-Aeries Eagle Software.</p>	<p><b>ACTUAL</b></p> <p>Services with Aeries Eagle Software continued.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$22,000.00 (S&amp;C)- Yearly licensing, training, and support services. Services and Other Operating exp</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$19,159.10 (S&amp;C)- Yearly licensing, training, and support services. Services and Other Operating exp</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 **9**

Actions/Services	<p><b>PLANNED</b></p> <p>2b). Continue to contract services with Alert Solutions-School Announcement.</p>	<p><b>ACTUAL</b></p> <p>Services with Alert Solutions- School Announcement continued.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$1,500.00 (S&amp;C) Yearly licensing, training, and support services. Services and Other Operating exp</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$1,581.25 (S&amp;C) Yearly licensing, training, and support services. Services and Other Operating exp</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 **10**

Actions/Services	<p><b>PLANNED</b></p> <p>2c). Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their child(ren)'s schools.</p>	<p><b>ACTUAL</b></p> <p>A district website was created and maintained.</p>
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Expenditures

<b>BUDGETED</b> \$7,500.00 (S&C) for website maintenance- services and other operating exp.
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<b>ESTIMATED ACTUAL</b> \$7,500.00 (S&C) for website maintenance- services and other operating exp
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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 **11**

Actions/Services

<b>PLANNED</b> 2d). Upgrade District's/School's Phone System Add telephone lines.
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<b>ACTUAL</b> District and school telephones were upgraded.
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Expenditures

<b>BUDGETED</b> \$110,000.00 (S&C) replacement of current phone system cost-equipment replacement, professional services
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<b>ESTIMATED ACTUAL</b> \$66,098.45 (S&C) replacement of current phone system cost-equipment replacement.
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**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 1 and 3-11 were implemented as planned. Action 2 was partially implemented. The district was able to maintain a parent liaison. However, the district lost its parent liaison in April and has been unsuccessful in filling the position.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	According to LCAP Parent Input and surveys, actions 1-11 were effective. Parent Involvement data shows that parent involvement increased by 3.5% from the previous year. The parents expressed that they would like all activities to continue for the following LCAP year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Action 2- costs were lower than anticipated. The district lost its parent liaison in April and was not able to fill the position. In addition expenditures for parent liaison were budgeted for S&amp;C as an error the previous year. Expenditure should have been budgeted to EIA and Title I.</p> <p>Action 3- costs were lower than anticipated. The district was able to utilize the previous year materials to conduct parent classes. In addition many of the classes conducted were held during the school day; therefore, eliminating the need to pay over time.</p> <p>Action 6- costs were lower than anticipated. Parent meeting participation was low; therefore minimum staff was needed for child care.</p> <p>Action 11- costs were lower than anticipated. The cost to replace all phone systems was lower than originally quoted.</p>
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.	<p>Analysis: although a parent liaison was maintained, hours of availability were not convenient for most parents. Parents expressed the need for additional Parent Center hours of operation.</p> <p>Changes to this goal include increasing the amount of daily hours the Parent Liaison is available (Action 2) for parent training and to provide parents with necessary resources needed to increase parent and family involvement. Allocations for Actions 3-6 will be reduced since costs were lower in 2016-17 than anticipated.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process included 16 meeting dates for ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, the community, administrators, and Board of Education.

During these meetings the following were reviewed: LCAP process, an update on LCAP Actions, Services, Data, Metrics and 2016-17 expenditures. Stakeholders were given the opportunity to ask questions, make comments on 2016-17 progress, and give their input for LCAP updates.

In addition, District representatives held several meetings where the 2017-20 revised LCAP was reviewed. Stakeholders were given an opportunity to ask questions and make comments prior to Board Approval of the LCAP.

The Lost Hills Union School District consulted with ELAC, SSC, parents, pupils, school personnel, local bargaining units, District Leadership Team, administrators, Board of Education, and the community through the following process:

At the January 9, 2017, Board meeting, district administrators announced the intent to consult with stakeholders for LCAP updates.

Flyers were sent to all school personnel and parents inviting them to attend LCAP review and input sessions. Flyers included dates, times, and locations for each stakeholder session. The flyer was followed by parent letters, memorandums, and automated phone calls and text messages reminding stakeholders of LCAP meetings.

In addition to all stakeholder meetings, stakeholders were invited to complete an LCAP Survey. Survey results are included with each stakeholder input.

On February 8, 2017, student surveys were conducted. 4<sup>th</sup>-8<sup>th</sup> grade students completed the surveys. Survey results are reflected under student input.

On February 8, 2017, District Administrators presented the LCAP to ASB and Class Representatives. LCAP progress was reviewed. Students gave their input for annual updates.

### **Parent/Community Involvement**

On February 2, 2017 and March 2, 2017, School Site Council (SSC) meetings were held. District administrators reviewed the LCAP process and progress. Lessons' learned were shared. Needs assessment data was shared. Goals were reviewed. SSC members gave their input.

Parent/Community meetings were held April 6, 2017 at 9:30 a.m. and 6:00 p.m. at Lost Hills Elementary School. District administrators reviewed the LCAP process and progress. Needs assessment data and lessons learned were shared. Parents and community members gave their input for LCAP updates.

On February 6, 2017, parent surveys were sent via an automated text and email system. Parent surveys were completed at parent-teacher conferences for parents who did not have access to the internet at home. Survey results are reflected under parent input.

#### **Student Involvement**

Student meeting was held on February 8, 2017. District administrators reviewed the 2016-17 LCAP Goals, Actions, Services and budget. Student data was shared. Students gave their input for LCAP annual updates.

#### **ELAC Involvement**

ELAC meetings were held on February 23, 2017, April 23, 2017, and May 30, 2017. Other EL parents were also present at this meeting. LCAP progress was reviewed, lessons learned were shared, and needs assessment information was shared. All members and parents present gave their input for LCAP annual updates.

#### **Staff Involvement**

On January 4, 2017, a school and district administrator's focus group meeting was held. The LCAP progress was reviewed. Administrators gave their input for annual updates.

On March 15, 2017, a District Leadership Team (DLST) meeting has held. The LCAP progress was reviewed. DSLT gave their input for LCAP updates.

Classified Personnel meetings were held on February 2, 2017, and March 3, 2017. The LCAP process and progress were reviewed. Classified staff gave their input for LCAP revisions.

Certificated Personnel meetings were held January 18, 2017, and January 25, 2017. LCAP process and progress was reviewed. Needs assessment information was reviewed. Lessons learned were shared. Certificated staff gave their input for LCAP updates.

On February 9, 2017, an LCAP meeting was held with local bargaining units. District administrators reviewed the revised LCAP Regulations, and LCFF vision and goals. LCAP process, progress, and lessons' learned were reviewed. Bargaining Units gave their input for LCAP updates.

On January 18, 2017, staff surveys were conducted. Survey results are reflected under staff input.

#### **School Board**

On March 14, 2017, district administrators presented the LCAP to Board Members. LCAP progress was reviewed. Lessons Learned were shared. Revised LCFF regulations were shared and reviewed. Board Members gave their input.

## **Review of LCAP Draft**

School Board: On April 10, 2017, district administrators presented the LCAP Draft to Board Members. Board Members gave their input.

DAC/ELAC: On May 30, 2017, district administrators presented the LCAP Draft to ELAC Committees.

SSC: On April 20, 2017, district administrators presented the LCAP Draft to School Site Council Committee.

School Personnel: On May 16, 2017, district administrators presented the LCAP Draft to teacher leaders (Leadership Team).

## **Public Hearing**

On June 8, 2017, an LCAP Public Hearing and Budget Public Hearing were held at a special Board Meeting.

## **Final Approval**

On June 12, 2017, at a Special Board Meeting, the Board adopted the 2017-2020 LCAP and Budget.

In addition to Stakeholder input, the LEA used the following quantitative data for the goal setting process:

- School Dashboard
- CAASPP ELA Proficiency Rate
- CAASPP Mathematics Proficiency Rate
- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- CELDT Proficiency Rate
- English Learner Reclassification Rate
- Long Term English Learner Rate
- Course Enrollment Data
- Attendance Rate
- Suspension Rate
- Expulsion Rate
- High Quality Teacher Status
- Teacher Assignment
- Academic Program Surveys
- Facility Inspection Data

**Superintendent will respond, in writing, to any questions from ELAC.**

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder meeting input and survey results were summarized and included in needs assessment data. The district's revised LCAP reflects such data.

Based on stakeholder input, the district will continue to implement the following Actions and Services:

Goal 1:

1. Hire and maintain fully credentialed and appropriately assigned teachers
2. Continue to provide BTSA
3. Continue to maintain reduce class sizes in grades K-3<sup>rd</sup>
4. Purchase SBE ELA, ELD, and mathematics curriculum
5. Purchase classroom computers, laptops, tables, chrome books, and mobile labs
6. Continue to implement Read Naturally
7. Maintain DIBELS Assessment
8. Continue to purchase additional informational text
9. Continue to maintain web based programs
  - Imagine Learning
  - Big Brains
  - Illuminate Education
10. Implement RTI
11. Maintain the following personnel
  - Math Intervention Teacher
  - ELA/ELD Coach
  - Paraprofessional
  - Technology Technician

12. Continue to provide 15 additional minutes of extended instruction for ELD
13. Continue to offer extended learning activities to support achievement of grade level standards
14. Continue to provide time for grade level professional learning communities
15. Provide High Quality professional development for administrators, teachers, and support
16. Maintain an additional professional development day for teachers
17. Provide teachers with project funds for project base lessons
18. Continue to provide student incentives
19. Upgrade existing computer labs
20. Maintain a technology replacement program
21. Provide ongoing technology support

Goal 2:

1. Continue to provide additional counseling services for students
2. Continue to provide anti-bullying training for staff, parents, and students
3. Ensure that facilities are modernized, safe, and engaging
4. Continue to implement and maintain the Comprehensive Safety Plan. Provide safety training, purchase safety supplies and equipment.
5. Continue to provide additional custodial staff
6. Provide professional development for classified staff
7. Continue to provide additional student supervision
8. Pick up students from home when not ill and not in school
9. Continue to provide extracurricular activities and career learning courses
10. Continue to provide transportation for after school tutoring and extracurricular activities

Goal 3:

1. Maintain the LHUSD Parent Center
2. Continue to provide a parent liaison
3. Provide parents with the resources and training to strengthen student learning at home
4. Provide interpretation at all parent conferences
5. Provide snacks and childcare during parent meetings
6. Provide parent recognitions
7. continue with Aeries Eagle Software
8. Continue with Alert Solutions- School Announcement System
9. Maintain District Website

Based on stakeholder input, the district will implement the following new actions and services:

Student Input reflected in the revised LCAP Goals, Actions, and Services include:

- \*provide more incentive field trips for every grade level
- \*Provide more extracurricular activities
- \*Upgrade 1<sup>st</sup> and 2<sup>nd</sup> grade student restrooms

School/District Administrators Input reflected in the revised LCAP Goals, Actions, and Services include:

- \*Implement NextGenMath
- \*Provide a Positive Behavior Intervention System or Character Counts program
- \*Explore the possibility of implementing a student attendance intervention program
- \* Purchase math and ELA curriculum
- \* Provide additional professional capacity and leadership building opportunities

Certificated/ District Leadership Team input reflected in the revised LCAP Goals, Actions, and Services include:

- \*Provide additional professional development for teachers
- \*Purchase Physical Education equipment for students
- \*Purchase mathematics curriculum
- \*Purchase 6<sup>th</sup>-8<sup>th</sup> grade ELA curriculum
- \* Hire an instructional aide for newcomer students

Classified input reflected in the revised LCAP Goals, Actions, and Services include:

- \*Provide more extracurricular activities for students
- \*Provide more incentives for students
- \*Replace water fountains

Local Bargaining Units input reflected in the revised LCAP Goals, Actions, and Services include:

- \*Purchase a new van
- \*Purchase math curriculum
- \*Extend parent liaison hrs.
- \* Provide more professional support for certificated staff
- \* Provide additional ELA Curriculum training.

ELAC/Parents/ Community input reflected in the revised LCAP Goals, Actions, and Services include:

- \*Provide yard duty supervisor training on how to properly supervise students
- \*Purchase math books for 6-8<sup>th</sup> grade students
- \*Provide additional afterschool transportation for afterschool activities
- \*Provide more extracurricular activities for students
- \*Provide training for front office staff
- \*Improve drinking water
- \*purchase sports equipment
- \*Provide more fun incentives for students
- \*Purchase a new school van
- \*Provide more field trips for students

Other stakeholder suggestions gathered through surveys and consultation meetings, which may be addressed in future LCAP years are:

- \*Provide school security
- \*Purchase new history books
- \*update kindergarten restrooms
- \* Provide more child development programs
- \*Provide preschool transportation
- \*Hire a fulltime counselor
- \*Purchase more grounds and custodial equipment

# 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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	All students on track for college and/or career readiness.		

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

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

The district needs to continue to seek ways to recruit and retain fully credentialed teachers. Currently the percentage of teachers not fully credentialed is 32%. The district is also in need of increasing student achievement in the following areas:

- The California English Language Development Test (CELDT)
  - 2016-17 AMAO 1 **(40.9%) Target not met**
  - AMAO 2
    - Less than 5 Years Cohort **(10.6%) Target not met**
    - 5 Years or More Cohort **(39.7%) Target not met**
  - EL Reclassification rate **(1.8%) Target not met**
- 2015-16 California Assessment of Student Performance and Progress (CAASPP)  
Percent Met or Exceeded Standard
  - LEA-wide **(ELA- 14%, Math- 11%)**
  - Hispanic **(ELA- 14%, Math- 11%)**
  - Socioeconomically disadvantaged **(ELA- 14%, Math- 11%)**
  - English Learners **(ELA- 5%, Math- 8%)**
  - Pupils with disabilities **(ELA- 0%, Math- 0%)**

- Foster youth (ELA- N/A, Math- N/A)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A – Teachers appropriately assigned and fully credentialed for assignment	<p>Percentage of teachers not fully credentialed- 32%</p> <p>Percentage of teachers teaching outside of the area of competence- 32%</p> <p>Percentage of teachers teaching ELs without authorization- 32%</p>	<p>Decrease the number/rate of teachers not fully credentialed to 20%</p> <p>Decrease the number/rate of teachers teaching outside of the area of competence to 20%</p> <p>Decrease the number/rate of teachers teaching ELs without authorization to 20%</p>	<p>Decrease the number/rate of teachers not fully credentialed to 10%</p> <p>Decrease the number/rate of teachers teaching outside of the area of competence to 10%</p> <p>Decrease the number/rate of teachers teaching ELs without authorization to 10%</p>	<p>Decrease the number/rate of teachers not fully credentialed to 0%</p> <p>Decrease the number/rate of teachers teaching outside of the area of competence to 0%</p> <p>Decrease the number/rate of teachers teaching ELs without authorization to 0%</p>
1B- Pupil access to standards-aligned materials	Rate of students lacking their own textbook- 0%	Maintain the number/rate of students lacking their own textbook at 0%	Maintain the number/rate of students lacking their own textbook at 0%	Maintain the number/rate of students lacking their own textbook at 0%
1C- School facilities maintained in good repair	<p>Overall Facility Rating from Facility Inspection Tool (FIT)- 100% (Exemplary School Rating)</p> <p>This metric is fully addressed under Goal 2 Actions and Services</p>	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)
2A- Implementation of CA academic and performance standards	Implementation of state standards as measured by classroom observations- 100%	Maintain the implementation of state standards at 100% as measured by classroom	Maintain the implementation of state standards at 100% as measured by classroom observations	Maintain the implementation of state standards at 100% as measured by classroom observations

	Implementation of state standards as measured by Academic Program Survey items 1-5- 3.00- substantially (at least 75%)	observations  Increase implementation of state standards to 4.00- Fully as measured by the Academic Program Survey items 1-5.	Increase implementation of state standards to 4.00- Fully as measured by the Academic Program Survey items 1-5.	Increase implementation of state standards to 4.00- Fully as measured by the Academic Program Survey items 1-5.
2B- How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	English Learners' access to the CCSS and ELD standards is 100%as measured by classroom observations	Maintain English Learners' access to the CCSS and ELD at 100%	Maintain English Learners' access to the CCSS and ELD at 100%	Maintain English Learners' access to the CCSS and ELD at 100%
4A- Statewide assessments	CAASPP ELA Proficiency- 14% CAASPP- Math Proficiency- 11%  Science Proficiency- 22.3%	Increase CAASPP ELA Proficiency to 24%  Increase CAASPP Math Proficiency to 21%  Increase Science Proficiency to 27.3%	Increase CAASPP ELA Proficiency to 34%  Increase CAASPP Math Proficiency to 31%  Increase Science Proficiency to 32.3%	Increase CAASPP ELA Proficiency to 44%  Increase CAASPP Math Proficiency to 41%  Increase Science Proficiency to 37.3%
4B- Academic Performance Index	N/A	N/A	N/A	N/A
4C- Percentage of pupils completing a- g or CTE sequences/programs	N/A	N/A	N/A	N/A
4D- Percentage of EL pupils making progress toward English Proficiency	Percentage of ELs making Annual Progress in Learning English- 40.9%	Increase the percentage of ELs making Annual Progress in Learning English to 50.9%	Increase the percentage of ELs making Annual Progress in Learning English to 55.9%	Increase the percentage of ELs making Annual Progress in Learning English to 60.9%

	Percentage of ELs attaining the English Proficient Level Less than 5 years- 10.6% 5 years or more- 39.7%	Increase the percentage of ELs attaining the English Proficient Level Less than 5 years to 20.6% 5 years or more- 49.7%	Increase the percentage of ELs attaining the English Proficient Level Less than 5 years to 25.6% 5 years or more- 54.7%	Increase the percentage of ELs attaining the English Proficient Level Less than 5 years to 30.6% 5 years or more- 59.7%
4E- English Learner reclassification rate	EL reclassification rate- 1.8%	Increase EL reclassification rate to- 4.8%	Increase EL reclassification rate to- 7.8%	Increase EL reclassification rate to- 10.8%
4F- Percentage of pupils passing AP exam with 3 or higher	N/A	N/A	N/A	N/A
4G- Percentage of pupils who participated in and demonstrate college preparedness on EAP (or other)	N/A	N/A	N/A	N/A
7A- Extend to which pupils have access to and are enrolled in a broad course of study (EC51210/51220)	Percentage of pupils who have access to and are enrolled in a broad course of study – 100%	Maintain the percentage of pupils who have access to and are enrolled in a broad course of study at 100%	Maintain the percentage of pupils who have access to and are enrolled in a broad course of study at 100%	Maintain the percentage of pupils who have access to and are enrolled in a broad course of study at 100%
7B- Extend to which pupils have access to and are enrolled in programs/services for unduplicated pupils	Percentage of pupils who have access to and are enrolled in programs/services for unduplicated pupils- 100%	Maintain the percentage of pupils who have access to and are enrolled in programs/services for unduplicated pupils at 100%	Maintain the percentage of pupils who have access to and are enrolled in programs/services for unduplicated pupils at 100%	Maintain the percentage of pupils who have access to and are enrolled in programs/services for unduplicated pupils at 100%
7C- Extend to which pupils have access to and are enrolled in programs/services	Percent of pupils who have access to and are enrolled in programs/services for pupils with exceptional	Maintain the percentage of pupils who have access to and are enrolled in	Maintain the percentage of pupils who have access to and are enrolled in	Maintain the percentage of pupils who have access to and are enrolled in programs/services for

for pupils with exceptional needs.	needs- 100%	programs/services for pupils with exceptional needs at 100%	programs/services for pupils with exceptional needs at 100%	pupils with exceptional needs at 100%
<p>8A- Pupil outcomes in subjects described in 51210/51220 (Ex: CBM metrics, physical Fitness Testing, various participation rates etc.)</p>	<p>Percentage of pupils meeting the Healthy Fitness Zone – 34%</p> <p>Percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS- 34%</p> <p>Percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level mathematics standards as measured by local benchmarks- 34.6%</p> <p>Percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level ELA standards as measured by local benchmarks- 27%</p>	<p>Increase the percentage of pupils meeting the Healthy Fitness Zone to 44%</p> <p>Increase the percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS to 44%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level mathematics standards as measured by local benchmarks to 39.6%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level ELA standards as measured by local benchmarks to 32%</p>	<p>Increase the percentage of pupils meeting the Healthy Fitness Zone to 54%</p> <p>Increase the percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS to 54%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level mathematics standards as measured by local benchmarks to 44.6%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level ELA standards as measured by local benchmarks to 37%</p>	<p>Increase the percentage of pupils meeting the Healthy Fitness Zone to 64%</p> <p>Increase the percentage of 1<sup>st</sup>-3<sup>rd</sup> grade students at or above benchmark as measured by DIBELS to 64%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level mathematics standards as measured by local benchmarks to 49.6%</p> <p>Increase the percentage of 1<sup>st</sup>-8<sup>th</sup> grade students mastering grade level ELA standards as measured by local benchmarks to 42%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively.	Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively.	Hire and maintain fully credentialed and appropriately assigned teachers, administrators, and support staff to implement the educational program effectively.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$16,103	Amount: \$16,334	Amount: \$16,585
Source: Base	Source: Base	Source: Base

Budget Reference

Certificated Salaries (1100)  
Benefits (3000)

Budget Reference

Certificated Salaries (1100)  
Benefits (3000)

Budget Reference

Certificated Salaries (1100)  
Benefits (3000)

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to partner with Kern County Office Of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.

**2018-19**

New  Modified  Unchanged

Continue to partner with Kern County Office Of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.

**2019-20**

New  Modified  Unchanged

Continue to partner with Kern County Office Of Education to provide Beginning Teacher Support and Assessment (BTSA) Induction for teachers who need to clear their Preliminary Credentials.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$11,725.00

Source S&C

**2018-19**

Amount \$11,725.00

Source S&C

**2019-20**

Amount \$11,725.00

Source S&C

Budget Reference

Services (5800)

Budget Reference

Services (5800)

Budget Reference

Services (5800)

### Action 3

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

Students to be Served

All Grade \_\_\_\_\_  Students with Disabilities  [Specific Student Group(s)] Kindergarten and 3<sup>rd</sup>

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: K and 3<sup>rd</sup>

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: Lost Hills Elementary  Specific Grade spans: K-3<sup>rd</sup>

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Maintain reduced class sizes in grades K, 3<sup>rd</sup> grade. A focus will be placed on addressing the needs of students who are most at risk.

**2018-19**

New  Modified  Unchanged

Maintain reduced class sizes in grades K, 3<sup>rd</sup> grade. A focus will be placed on addressing the needs of students who are most at risk.

**2019-20**

New  Modified  Unchanged

Maintain reduced class sizes in grades K, 3<sup>rd</sup> grade. A focus will be placed on addressing the needs of students who are most at risk.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$191,970.00

Source S&C

Budget Certificated Salary (1100)  
Benefits (3000)

**2018-19**

Amount \$237,371.00

Source S&C

Budget Certificated Salary (1100)  
Benefits (3000)

**2019-20**

Amount \$244,503.00

Source S&C

Budget Certificated Salary (1100)

Reference

Reference

Reference

Benefits (3000)

### Action 4

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

#### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase SBE ELA, ELD, and Mathematics Adopted Curriculum, instructional materials and supplies. <ul style="list-style-type: none"> <li>• ELA/ELD – 6-8<sup>th</sup> grade</li> <li>• Mathematics K-8<sup>th</sup></li> </ul>	Purchase Science Adopted Curriculum, instructional materials and supplies.	Purchase Science Adopted Curriculum, instructional materials and supplies.

#### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$162,500.00	Amount: \$82,500.00	Amount: \$82,500.00
Source: Base- \$160,000.00 S&C- \$2,500.00	Source: Base- \$80,000.00 S&C- \$2,500.00	Source: Base- \$80,000.00 S&C- \$2,500.00

Budget Reference

Books (4200)  
Supplies (4300)

Budget Reference

Books (4200)  
Supplies (4300)

Budget Reference

Books (4200)  
Supplies (4300)

## Action 5

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21<sup>st</sup> Century Learning.

2018-19

New  Modified  Unchanged

Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21<sup>st</sup> Century Learning.

2019-20

New  Modified  Unchanged

Purchase classroom computers, laptops, tablets, chrome books, mobile labs and other necessary technology devices to implement Common Core and 21<sup>st</sup> Century Learning.

### BUDGETED EXPENDITURES

2017-18

Amount \$116,577.00

Source S&C

2018-19

Amount \$70,000.00

Source S&C

2019-20

Amount \$65,000.00

Source S&C

Budget Reference

Supplies (4300)

Budget Reference

Supplies (4300)

Budget Reference

Supplies (4300)

### Action 6

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

##### 2017-18

New  Modified  Unchanged

Continue to implement a K-8<sup>th</sup> grade literacy program to increase student reading fluency and comprehension- Read Naturally

##### 2018-19

New  Modified  Unchanged

Continue to implement a K-8<sup>th</sup> grade literacy program to increase student reading fluency and comprehension- Read Naturally

##### 2019-20

New  Modified  Unchanged

Continue to implement a K-8<sup>th</sup> grade literacy program to increase student reading fluency and comprehension- Read Naturally

#### BUDGETED EXPENDITURES

##### 2017-18

Amount \$5,000.00

Source S&C

Budget Reference Books (4200)  
Supplies (4300)

##### 2018-19

Amount \$5,000.00

Source S&C

Budget Reference Books (4200)  
Supplies (4300)

##### 2019-20

Amount \$5,000.00

Source S&C

Budget Reference Books (4200)  
Supplies (4300)

Action **7**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: K-3<sup>rd</sup> Grade and 4<sup>th</sup>-8<sup>th</sup> Grade Intervention Students

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: Lost Hills Elementary     Specific Grade spans: K-3<sup>rd</sup>, Intervention Classes

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3 <sup>rd</sup> and Reading Intervention Classes.	Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3 <sup>rd</sup> and Reading Intervention Classes.	Maintain DIBELS Assessment to measure the acquisition of early literacy skills in K-3 <sup>rd</sup> and Reading Intervention Classes.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$6,000.00	<b>Amount</b> \$4,000.00	<b>Amount</b> \$4,000.00
<b>Source</b> S&C	<b>Source</b> S&C	<b>Source</b> S&C
<b>Budget Reference</b> Supplies (4300)- \$2,500 Services (5800)- \$1,500 Certificated Salary (1100)- \$2,000 Benefits (300)	<b>Budget Reference</b> Supplies (4300)- \$2,500 Services (5800)- \$500 Certificated Salary (1100)- \$1,000 Benefits (300)	<b>Budget Reference</b> Supplies (4300)- \$2,500 Services (5800)- \$500 Certificated Salary (1100)- \$1,000 Benefits (300)

Action **8**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: <u>K-5<sup>th</sup> Grade</u>

**OR**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to purchase additional Informational Text <ul style="list-style-type: none"> <li>Weekly Readers (Science Spin and Geography)</li> </ul>	Continue to purchase additional Informational Text <ul style="list-style-type: none"> <li>Weekly Readers (Science Spin and Geography)</li> </ul>	Continue to purchase additional Informational Text <ul style="list-style-type: none"> <li>Weekly Readers (Science Spin and Geography)</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000.00	Amount: \$7,000.00	Amount: \$7,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Books (4200) Supplies (4300)	Budget Reference: Books (4200) Supplies (4300)	Budget Reference: Books (4200) Supplies (4300)

Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Web Based Programs <ul style="list-style-type: none"> <li>• ELD- Imagine Learning</li> <li>• Math- Big Brains</li> <li>• Math- NextGenMath</li> <li>• Student Assessment- Illuminate Education</li> </ul>	Maintain Web Based Programs <ul style="list-style-type: none"> <li>• ELD- Imagine Learning</li> <li>• Math- Big Brains</li> <li>• Math- NextGenMath</li> <li>• Student Assessment- Illuminate Education</li> </ul>	Maintain Web Based Programs <ul style="list-style-type: none"> <li>• ELD- Imagine Learning</li> <li>• Math- Big Brains</li> <li>• Math- NextGenMath</li> <li>• Student Assessment- Illuminate Education</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> <ul style="list-style-type: none"> <li>• \$20,000.00</li> <li>• Imagine Learning- No cost this year</li> <li>• Big Brains- No cost this year</li> </ul>	<b>Amount</b> <ul style="list-style-type: none"> <li>• \$61,000.00</li> <li>• Imagine Learning- \$37,000.00</li> <li>• Big Brains- No cost this year</li> </ul>	<b>Amount</b> <ul style="list-style-type: none"> <li>• \$65,000.00</li> <li>• Imagine Learning- 37,000.00</li> <li>• Big Brains- \$4,000.00</li> <li>• NextGenMath\$4,000.00</li> </ul>

	<ul style="list-style-type: none"> <li>• NextGenMath- already paid for 2017-18</li> <li>• Illuminate Ed.- \$20,000.00</li> </ul>		<ul style="list-style-type: none"> <li>• NextGenMath- \$4,000.00</li> <li>• Illuminate Ed.- \$20,000.00</li> </ul>		<ul style="list-style-type: none"> <li>• Illuminate Ed.- \$20,000.00</li> </ul>
Source	S&C	Source	S&C	S&C	S&C
Budget Reference	Services (5800)- \$10,500 Supplies (4300)- \$7,000 Travel & Conf. (5200)- \$9,500	Budget Reference	Services (5800)- \$51,500 Supplies (4300)- \$7,000 Travel & Conf. (5200)- \$9,500	Budget Reference	Services (5800)- \$51,500 Supplies (4300)- \$7,000 Travel & Conf. (5200)- \$9,500

## Action 10

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement a Tier Academic Program for students needing strategic intervention.	Continue to implement a Tier Academic Program for students needing strategic intervention.	Continue to implement a Tier Academic Program for students needing strategic intervention.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: No cost	Amount: No cost	Amount: No Cost
Source: N/A	Source: N/A	Source: N/A
Budget Reference: N/A	Budget Reference: N/A	Budget Reference: N/A

Action **11**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: 3<sup>rd</sup>- 8<sup>th</sup>

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: 3<sup>rd</sup>-8<sup>th</sup>

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain the following personnel: <ul style="list-style-type: none"> <li>Mathematics Intervention Teacher to provide supplemental instruction to 3<sup>rd</sup>-8<sup>th</sup> grade at risk students.</li> <li>ELA/ELD Coach to support classroom instruction and teachers</li> </ul>	Maintain the following personnel: <ul style="list-style-type: none"> <li>Mathematics Intervention Teacher to provide supplemental instruction to 3<sup>rd</sup>-8<sup>th</sup> grade at risk students.</li> <li>ELA/ELD Coach to support classroom instruction and teachers</li> </ul>	Maintain the following personnel: <ul style="list-style-type: none"> <li>Mathematics Intervention Teacher to provide supplemental instruction to 3<sup>rd</sup>-8<sup>th</sup> grade at risk students.</li> <li>ELA/ELD Coach to support classroom instruction and teachers</li> </ul>

- Paraprofessional to assist in reading/language arts and mathematics intervention classrooms
- Technology Technician

- Paraprofessional to assist in reading/language arts and mathematics intervention classrooms
- Technology Technician

- Paraprofessional to assist in reading/language arts and mathematics intervention classrooms
- Technology Technician

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
<b>Amount</b>	<p>\$277,746.00</p> <ul style="list-style-type: none"> <li>• Mathematics Intervention Teacher - \$92,049.00</li> <li>• ELA/ELD Coach- \$51,842.00</li> <li>• Paraprofessional - \$32,529.00</li> <li>• Technology Technician- \$101,326.00</li> </ul>	<p>\$288,150.00</p> <ul style="list-style-type: none"> <li>• Mathematics Intervention Teacher - \$95,457.00</li> <li>• ELA/ELD Coach- \$52,039.00</li> <li>• Paraprofessional - \$33,770.00</li> <li>• Technology Technician- \$106,884.00</li> </ul>	<p>\$300,881.00</p> <ul style="list-style-type: none"> <li>• Mathematics Intervention Teacher - \$99,116.00</li> <li>• ELA/ELD Coach- \$54,033.00</li> <li>• Paraprofessional - \$35,035.00</li> <li>• Technology Technician- \$112,697.00</li> </ul>
<b>Source</b>	<p>Title III- \$51,842.00 Title I- \$32,529.00 S&amp;C- \$193,375.00</p>	<p>Title III- \$52,039.00 Title I- \$33,770.00 S&amp;C- \$202,341.00</p>	<p>Title III- \$54,033.00 Title I- \$35,035.00 S&amp;C- \$211,813.00</p>
<b>Budget Reference</b>	<p>Certificated salary (1100)- \$143,891 Benefits (3000) Classified Salary (2100)- \$133,855 Benefits (3000)</p>	<p>Certificated salary (1100)- \$147,496 Benefits (3000) Classified Salary (2100)- \$140,654 Benefits (3000)</p>	<p>Certificated salary (1100)- \$153,149 Benefits (3000) Classified Salary (2100)- \$147,732 Benefits (3000)</p>

**Action 12**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Hire an instructional aide to provide classroom support and tutoring for newcomer students.

**2018-19**

New  Modified  Unchanged

Continue to provide an instructional aide to provide classroom support and tutoring for newcomer students.

**2019-20**

New  Modified  Unchanged

Continue to provide an instructional aide to provide classroom support and tutoring for newcomer students.

BUDGETED EXPENDITURES

**2017-18**

Amount \$27,370.00

Source S&C

Budget Reference Classified salary (2100)  
Benefits (3000)

**2018-19**

Amount \$28,516.00

Source S&C

Budget Reference Classified salary (2100)  
Benefits (3000)

**2019-20**

Amount \$29,700.00

Source S&C

Budget Reference Classified salary (2100)  
Benefits (3000)

Action **13**

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

Students to be Served

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide an additional 15 minutes of extended instruction for ELD for a total of 45 minutes of ELD instruction.	Continue to provide an additional 15 minutes of extended instruction for ELD for a total of 45 minutes of ELD instruction.	Continue to provide an additional 15 minutes of extended instruction for ELD for a total of 45 minutes of ELD instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$72,787.00	<b>Amount</b> \$71,334.00	<b>Amount</b> \$64,255.00
<b>Source</b> S&C	<b>Source</b> S&C	<b>Source</b> S&C
<b>Budget Reference</b> Certificated Salary (1100) Benefits (3000)	<b>Budget Reference</b> Certificated Salary (1100) Benefits (3000)	<b>Budget Reference</b> Certificated Salary (1100) Benefits (3000)

Action **14**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to offer extended learning activities to support achievement of grade level standards. - Include Culminating Field Trip	Continue to offer extended learning activities to support achievement of grade level standards. - Include Culminating Field Trip	Continue to offer extended learning activities to support achievement of grade level standards. - Include Culminating Field Trip

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> \$43, 151.80/\$47,833.00	<b>Amount</b> \$43, 151.80/\$47,833.00	<b>Amount</b> \$43, 151.80/\$47,833.00
<b>Source</b> Title I/ S&C	<b>Source</b> S&C/Title I	<b>Source</b> S&C/Title I
<b>Budget Reference</b> Title (1) Certificated Salary (1100) and Benefits (3000)-\$24,829.75 Classified Salary (2100) and Benefits (3000) - \$15,871.16 Transportation (5800)- \$500 Books (4200) and Supplies (4300)- \$1,950.88  S&C Certificated Salary (1100) and Benefits (3000)-\$29,183.17 Classified Salary (2100) and Benefits (3000) - \$15,871.16	<b>Budget Reference</b> Title (1) Certificated Salary (1100) and Benefits (3000)- \$25,546.93 Classified Salary (2100) and Benefits (3000) - \$16,072.98 Transportation (5800)- \$500 Books (4200) and Supplies (4300)- \$1,031.89  S&C Certificated Salary (1100) and Benefits (3000)- \$29,620.31	<b>Budget Reference</b> Title (1) Certificated Salary (1100) and Benefits (3000)-\$26,335.46 Classified Salary (2100) and Benefits (3000) - \$16,400.92 Transportation (5800)- \$250 Books (4200) and Supplies (4300)- \$165.42  S&C Certificated Salary (1100) and Benefits (3000)-\$30,056.91 Classified Salary (2100) and Benefits (3000) - \$16,400.92

Books (4200) and  
Supplies (4300)- \$2,778.12  
Transportation (5800)- \$0

Classified Salary (2100) and  
Benefits (3000) - \$16,072.98  
Books (4200) and  
Supplies (4300)- \$2,139.71  
Transportation (5800)- \$0

Books (4200) and  
Supplies (4300)- \$1,125.17  
Transportation (5800)- \$250

Action **15**

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

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to provide time for grade level Professional Learning Communities.

**2018-19**

New  Modified  Unchanged

Continue to provide time for grade level Professional Learning Communities.

**2019-20**

New  Modified  Unchanged

Continue to provide time for grade level Professional Learning Communities.

BUDGETED EXPENDITURES

**2017-18**

Amount No cost

Source N/A

**2018-19**

Amount No cost

Source N/A

**2019-20**

Amount No cost

Source N/A

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

## Action 16

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide High Quality Professional Development and capacity for administrators, teachers, and support staff in the areas of:

- Lesson design and delivery
- ELA/Math Common Core instruction and strategies
- Project Base Learning
- Literacy Strategies
- Integrated/Designated ELD
- SBE Adopted Curriculum Training
- Read Naturally
- DIBELS

**2018-19**

New  Modified  Unchanged

Provide High Quality Professional Development and capacity for administrators, teachers, and support staff in the areas of:

- Lesson design and delivery
- ELA/Math Common Core instruction and strategies
- Project Base Learning
- Literacy Strategies
- Integrated/Designated ELD
- SBE Adopted Curriculum Training
- Read Naturally

**2019-20**

New  Modified  Unchanged

Provide High Quality Professional Development and capacity for administrators, teachers, and support staff in the areas of:

- Lesson design and delivery
- ELA/Math Common Core instruction and strategies
- Project Base Learning
- Literacy Strategies
- Integrated/Designated ELD
- SBE Adopted Curriculum Training
- Read Naturally
- DIBELS

- Technology in the classroom
- RTI/ Intervention
- Next Generation Science Standards
- Leadership Building

- DIBELS
- Technology in the classroom
- RTI/ Intervention
- Next Generation Science Standards
- Leadership Building

- Technology in the classroom
- RTI/ Intervention
- Next Generation Science Standards
- Leadership Building

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
<b>Amount</b>	\$107,903.00	\$78,263.00	\$78,263.00
<b>Source</b>	Title I- \$21,263.00 Title II- \$22,000.00 Educator Effectiveness- \$29,640.00 S&C -\$35,000.00	Title I- \$21,263.00 Title II- \$22,000.00 S&C- \$35,000	Title I- \$21,263.00 Title II- \$22,000.00 S&C- \$35,000.00
<b>Budget Reference</b>	Services (5800)	Services (5800)	Services (5800)

**Action 17**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide teachers with project funds for project base lessons.	Provide teachers with project funds for project base lessons.	Provide teachers with project funds for project base lessons.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$11,500.00	<b>Amount</b> \$11,500.00	<b>Amount</b> \$11,500.00
<b>Source</b> S&C	<b>Source</b> S&C	<b>Source</b> S&C
<b>Budget Reference</b> Supplies (4300)	<b>Budget Reference</b> Supplies (4300)	<b>Budget Reference</b> Supplies (4300)

Action **18**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)             All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)             All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain an additional professional development day for teachers.	Maintain an additional professional development day for teachers.	Maintain an additional professional development day for teachers.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$10,739.00	Amount: \$10,527.00	Amount: \$9,482.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Certificated Salary (1100) Benefits (3000)	Budget Reference: Certificated Salary (1100) Benefits (3000)	Budget Reference: Certificated Salary (1100) Benefits (3000)

**Action 19**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide incentives:	Continue to provide incentives: <ul style="list-style-type: none"> <li>students meeting grade level</li> </ul>	Continue to provide incentives:

- Educational Field Trips
- students meeting grade level standards
- reclassification requirements
- behavior expectations
- attendance

- standards
- reclassification requirements
- behavior expectations
- attendance

- students meeting grade level standards
- reclassification requirements
- behavior expectations
- attendance

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$20,000.00	Amount: \$18,000.00	Amount: \$18,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Supplies (4300)- \$2,000 Services (5800)- \$18,000	Budget Reference: Supplies (4300)- \$2,000 Services (5800)- \$18,000	Budget Reference: Supplies (4300)- \$2,000 Services (5800)- \$18,000

**Action 20**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Upgrade existing computer labs.	Upgrade existing computer labs.	Upgrade existing computer labs.
---------------------------------	---------------------------------	---------------------------------

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	N/A	Amount	N/A	Amount	\$27,500.00
Source	N/A	Source	N/A	Source	S&C
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	Replacement of computer lab devices- lab 1 books and supplies.

**Action 21**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a technology replacement program.	Maintain a technology replacement program.	Maintain a technology replacement program.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount	\$7,000.00	Amount \$5,000.00
Source	S&C	Source S&C
Budget Reference	Supplies (4400)	Budget Reference Supplies (4400)

Action **22**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ongoing technology support.	Provide ongoing technology support.	Provide ongoing technology support.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$7,000.00	Amount \$5,000.00

Source	S&C	Source	S&C	Source	S&C
Budget Reference	Services (5800)- Outside vendor	Budget Reference	Services (5800)- Outside vendor	Budget Reference	Services (5800)- Outside vendor

Action **23**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase physical education equipment for elementary and middle school students.	Purchase physical education equipment for elementary and middle school students.	Purchase physical education equipment for elementary and middle school students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20	
Amount	\$4,500.00	Amount	\$2,000.00
Source	S&C	Source	S&C
Budget Reference	Supplies (4300)	Budget Reference	Supplies (4300)

New

Modified

Unchanged

## Goal 2

Create a safe and welcoming learning environment where students are connected to their schools.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

The district needs to ensure all students feel safe, welcomed, and connected to their school. In 2016-17 only 87.5% of all students in 4<sup>th</sup>-8<sup>th</sup> grade reported feeling safe while at school. Student attendance and chronic absenteeism are also in need of improvement. Currently attendance rate is 96% and chronic absenteeism rate is 5.5%.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A- Teachers appropriately assigned and fully credentialed for assignment	Percentage of teachers not fully credentialed- 32%	Decrease the number/rate of teachers not fully credentialed to 20%	Decrease the number/rate of teachers not fully credentialed to 10%	Decrease the number/rate of teachers not fully credentialed to 0%
	Percentage of teachers teaching outside of the area of competence- 32%	Decrease the number/rate of teachers teaching outside of the area of competence to 20%	Decrease the number/rate of teachers teaching outside of the area of competence to 10%	Decrease the number/rate of teachers teaching outside of the area of competence to 0%
	Percentage of teachers teaching ELs without authorization- 32%	Decrease the number/rate of teachers teaching ELs without authorization to 20%	Decrease the number/rate of teachers teaching ELs without authorization to 10%	Decrease the number/rate of teachers teaching ELs without authorization to 0%

1B- Pupil access to standards- aligned materials	Rate of students lacking their own textbook- 0%	Maintain the number/rate of students lacking their own textbook at 0%	Maintain the number/rate of students lacking their own textbook at 0%	Maintain the number/rate of students lacking their own textbook at 0%
1C- School facilities in good repair	Overall Facility Rating from Facility Inspection Tool (FIT)- 100% (Exemplary School Rating)	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)	Maintain the overall Facility Rating from Facility Inspection Tool (FIT) at 100% (Exemplary School Rating)
5A- School attendance rates	School attendance rate is 96%.	Increase attendance rate to 97%.	Increase attendance rate to 98%.	Increase attendance rate to 99%.
5B- Chronic Absenteeism rates	Chronic absenteeism rate is 5.5%.	Decrease chronic absenteeism rate to 4.5%.	Decrease chronic absenteeism rate to 3.5%.	Decrease chronic absenteeism rate to 2.5%.
5C- Middle school dropout rates	Middle school dropout rate is 0%.	Maintain middle school dropout rate at 0%	Maintain middle school dropout rate at 0%	Maintain middle school dropout rate at 0%
5D- High school dropout rates	N/A	N/A	N/A	N/A
5E- High school graduation rates	N/A	N/A	N/A	N/A
6A- Pupil suspension rates	Pupil suspension rate is 0.8%.	Maintain pupil suspension rate at 0.8%.	Maintain pupil suspension rate at 0.8%.	Maintain pupil suspension rate at 0.8%.
6B- Pupil expulsion rates	Pupil expulsion rate is 0%.	Maintain pupil expulsion rate at 0%.	Maintain pupil expulsion rate at 0%.	Maintain pupil expulsion rate at 0%.
6C- Other local measures on sense of safety and school connectedness	Pupil Surveys- students in 4 <sup>th</sup> -8 <sup>th</sup> grade will report feeling safe, welcomed, and connected to their schools.- 87.5%	Increase the percentage of students in 3 <sup>rd</sup> -8 <sup>th</sup> grade reporting feeling safe, welcomed and connected to their school to 90%.	Increase the percentage of students in 3 <sup>rd</sup> -8 <sup>th</sup> grade reporting feeling safe, welcomed and connected to their school to 93%.	Increase the percentage of students in 3 <sup>rd</sup> -8 <sup>th</sup> grade reporting feeling safe, welcomed and connected to their school to 95%.

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide additional counseling services for students (2 days per week)	Continue to provide additional counseling services for students (2 days per week)	Continue to provide additional counseling services for students (2 days per week)

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$36,000.00	Amount: \$36,000.00	Amount: \$36,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Certificated Salary (1100) Benefits (3000)	Budget Reference: Certificated Salary (1100) Benefits (3000)	Budget Reference: Certificated Salary (1100) Benefits (3000)

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement a Tier Behavior Program such as PBIS or Character Counts.	Implement a Tier Behavior Program such as PBIS or Character Counts.	Implement a Tier Behavior Program such as PBIS or Character Counts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Services (5800)	Budget Reference: Services (5800)	Budget Reference: Services (5800)

Action **3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide anti-bullying training for staff, parents, and students.	Continue to provide anti-bullying training for staff, parents, and students.	Continue to provide anti-bullying training for staff, parents, and students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,000.00	Amount: \$7,000.00	Amount: \$7,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Services (5800)	Budget Reference: Services (5800)	Budget Reference: Services (5800)

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: Lost Hills Elementary

Specific Grade spans: 1<sup>st</sup>-2<sup>nd</sup> grade

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Ensure that all facilities are modernized, safe, and engaging (update 1<sup>st</sup> and 2<sup>nd</sup> grade restrooms). Provide a safe, welcoming environment where students will be ready to learn.

**2018-19**

New  Modified  Unchanged

Ensure that all facilities are modernized, safe, and engaging.

**2019-20**

New  Modified  Unchanged

Ensure that all facilities are modernized, safe, and engaging.

BUDGETED EXPENDITURES

**2017-18**

Amount \$165,000.00

Source Base- \$45,000.00  
S&C- \$120,000.00

Budget Reference Services (5800)

**2018-19**

Amount \$45,000.00

Source Base

Budget Reference Services (5800)

**2019-20**

Amount \$45,000.00

Source Base

Budget Reference Services (5800)

Action **5**

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

Students to be Served

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue to implement and maintain the Comprehensive School Safety Plan. Provide school safety training. Purchase safety supplies and equipment.

**2018-19**

New  Modified  Unchanged

Continue to implement and maintain the Comprehensive School Safety Plan. Provide school safety training. Purchase safety supplies and equipment.

**2019-20**

New  Modified  Unchanged

Continue to implement and maintain the Comprehensive School Safety Plan. Provide school safety training. Purchase safety supplies and equipment.

BUDGETED EXPENDITURES

**2017-18**

Amount \$7,500.00

Source S&C

Budget Reference Supplies (4300)

**2018-19**

Amount \$5,000.00

Source S&C

Budget Reference Supplies (4300)

**2019-20**

Amount 5,000.00

Source S&C

Budget Reference Supplies (4300)

Action **6**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Continue to provide additional custodial staff to maintain cleaner facilities.

Continue to provide additional custodial staff to maintain cleaner facilities.

Continue to provide additional custodial staff to maintain cleaner facilities.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount    \$53,518.00

Amount    \$54,973.00

Amount    \$56,448.00

Source    S&C

Source    S&C

Source    S&C

Budget Reference    Classified Salary (2200)  
Benefits (3000)

Budget Reference    Classified Salary (2200)  
Benefits (3000)

Budget Reference    Classified Salary (2200)  
Benefits (3000)

Action    **7**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development for classified staff. <ul style="list-style-type: none"> <li>• Instructional Aide's Training</li> <li>• Supervision Training</li> <li>• Custodial/Grounds</li> <li>• Front office staff</li> </ul>	Provide professional development for classified staff. <ul style="list-style-type: none"> <li>• Instructional Aide's Training</li> <li>• Supervision Training</li> <li>• Custodial/Grounds</li> <li>• Front office staff</li> </ul>	Provide professional development for classified staff. <ul style="list-style-type: none"> <li>• Instructional Aide's Training</li> <li>• Supervision Training</li> <li>• Custodial/Grounds</li> <li>• Front office staff</li> </ul>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000.00 <b>Source</b> S&C <b>Budget Reference</b> Services (5800) Travel & Conf. (5200)	<b>Amount</b> \$2,000.00 <b>Source</b> S&C <b>Budget Reference</b> Services (5800) Travel & Conf. (5200)	<b>Amount</b> \$2,000.00 <b>Source</b> S&C <b>Budget Reference</b> Services (5800) Travel & Conf. (5200)

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

Continue to provide additional student supervision before school, after school, during recess and class transitions.

**2018-19**

New     Modified     Unchanged

Continue to provide additional student supervision before school, after school, during recess and class transitions.

**2019-20**

New     Modified     Unchanged

Continue to provide additional student supervision before school, after school, during recess and class transitions.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$23,651.00
Source	S&C
Budget Reference	Classified Salary (2100) Benefits (3000)

**2018-19**

Amount	\$24,378.00
Source	S&C
Budget Reference	Classified Salary (2100) Benefits (3000)

**2019-20**

Amount	\$25,115.00
Source	S&C
Budget Reference	Classified Salary (2100) Benefits (3000)

Action **9**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Pick up students from home when not ill and not in school. <ul style="list-style-type: none"> <li>Purchase a school van for student transportation</li> </ul>	Pick up students from home when not ill and not in school.	Pick up students from home when not ill and not in school.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$50,000.00	Amount: No cost	Amount: No cost
Source: S&C	Source: N/A	Source: N/A
Budget Reference: Equip. (6400)	Budget Reference: N/A	Budget Reference: N/A

Action **10**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to provide extracurricular activities and career learning opportunities (including PS Arts).

**2018-19**

New  Modified  Unchanged

Continue to provide extracurricular activities and career learning opportunities (including PS Arts).

**2019-20**

New  Modified  Unchanged

Continue to provide extracurricular activities and career learning opportunities (including PS Arts).

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$45,000.00

Source S&C

Budget Reference

Certificated Salary (1100) and Benefits (3000)- \$25,000  
Classified Salary (2100) and Benefits (3000)- \$3,000  
Supplies (4300)- \$17,000

**2018-19**

Amount \$45,000.00

Source S&C

Budget Reference

Certificated Salary (1100) and Benefits (3000)- \$25,000  
Classified Salary (2100) and Benefits (3000)- \$3,000  
Supplies (4300)- \$17,000

**2019-20**

Amount \$45,000.00

Source S&C

Budget Reference

Certificated Salary (1100) and Benefits (3000)- \$25,000  
Classified Salary (2100) and Benefits (3000)- \$3,000  
Supplies (4300)- \$17,000

Action **11**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Continue to provide transportation for after school tutoring and extracurricular activities.

Continue to provide transportation for after school tutoring and extracurricular activities.

Continue to provide transportation for after school tutoring and extracurricular activities.

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount    \$15,000.00

Amount    \$10,000.00

Amount    \$10,000.00

Source    S&C

Source    S&C

Source    S&C

Budget Reference    Transportation Services (5800)

Budget Reference    Transportation Services (5800)

Budget Reference    Transportation Services (5800)

Action    **12**

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

[Students to be Served](#)

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Install water filter for cleaner drinking water. Provide quality water to students; thus keeping students hydrated and ready to learn.	N/A	N/A

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$90,000.00	Amount: \$0	Amount: \$0
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Services (5800)	Budget Reference: N/A	Budget Reference: N/A

New                     
  Modified                     
  Unchanged

**Goal 3**

Increase parent and family engagement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE    1    2    3    4    5    6    7    8  
 COE       9    10  
 LOCAL    \_\_\_\_\_

[Identified Need](#)

Based upon parent survey turnout, the school/district needs to seek parent input into the decisions related to their child’s education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>3A- Efforts to seek parent input in making decisions for district and school sites</p>	<p>The district holds 25 parents meetings per school year where parents have the opportunity to make decisions for district and school sites. Meetings include 6-MPAC, 6-SSC, 6-ELAC, 3-DELAC, 3-LCAP.</p>	<p>Maintain 25 parent meetings per school year where parents have the opportunity to make decisions for district and school sites. Include the following meetings 6-MPAC, 6-SSC, 6-ELAC, 3-DELAC, 3-LCAP. Increase parent participation at these meetings by 5% from the previous year.</p>	<p>Maintain 25 parent meetings per school year where parents have the opportunity to make decisions for district and school sites. Include the following meetings 6-MPAC, 6-SSC, 6-ELAC, 3-DELAC, 3-LCAP. Increase parent participation at these meetings by 5% from the previous year.</p>	<p>Maintain 25 parent meetings per school year where parents have the opportunity to make decisions for district and school sites. Include the following meetings 6-MPAC, 6-SSC, 6-ELAC, 3-DELAC, 3-LCAP. Increase parent participation at these meetings by 5% from the previous year.</p>
<p>3B- How district promotes participation of parents for unduplicated pupils</p>	<p>Participation of parents for unduplicated pupils is promoted through flyers, letters, and automated phone system (text messages, voice mails, emails). Reminders are sent to all parents.</p>	<p>Maintain promotion of participation of parents for unduplicated pupils through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders to all parents.</p>	<p>Maintain promotion of participation of parents for unduplicated pupils through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders to all parents.</p>	<p>Maintain promotion of participation of parents for unduplicated pupils through flyers, letters, and automated phone system (text messages, voice mails, emails). Send reminders to all parents.</p>
<p>3C- How district promotes participation of parents for pupils with exceptional needs</p>	<p>Participation of parents for pupils with exceptional needs is promoted through flyers, letters, automated phone system (text messages, voice mails, emails), and personal telephone calls.</p>	<p>Maintain promotion of participation of parents for pupils with exceptional needs through flyers, letters, automated phone system (text messages, voice mails, emails), and personal telephone calls.</p>	<p>Maintain promotion of participation of parents for pupils with exceptional needs through flyers, letters, automated phone system (text messages, voice mails, emails), and personal telephone calls.</p>	<p>Maintain promotion of participation of parents for pupils with exceptional needs through flyers, letters, automated phone system (text messages, voice mails, emails), and personal telephone calls.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain the Lost Hills Union School District Parent Center.	Maintain the Lost Hills Union School District Parent Center.	Maintain the Lost Hills Union School District Parent Center.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Supplies/equipment (4300)	Budget Reference: Supplies/equipment (4300)	Budget Reference: Supplies/equipment (4300)

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide a Parent Liaison. Increase the work day from 4 hrs to 6 hrs. per day.	Continue to provide a Parent Liaison.	Continue to provide a Parent Liaison.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$31,390.00	Amount: \$32,214.00	Amount: \$33,539.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Classified Salary (2100) Benefits (3000)	Budget Reference: Classified Salary (2100) Benefits (3000)	Budget Reference: Classified Salary (2100) Benefits (3000)

Action **3**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parents with the resources and training to strengthen student learning at home.	Provide parents with the resources and training to strengthen student learning at home.	Provide parents with the resources and training to strengthen student learning at home.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000.00	Amount: \$2,500.00	Amount: \$2,500.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Supplies (4300)-\$1,000 Classified Salary (2100) and Benefits (3000)- \$2,041 Services (5800)- \$400 Travel & Conf. (5200)- \$559	Budget Reference: Supplies (4300)- \$455 Classified Salary (2100) and Benefits (3000)- \$2,045	Budget Reference: Supplies (4300)- \$455 Classified Salary (2100) and Benefits (3000)- \$2,045

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide interpretation at all parent conferences for parents who do not speak English.	Provide interpretation at all parent conferences for parents who do not speak English.	Provide interpretation at all parent conferences for parents who do not speak English.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,304.00	Amount: \$3,380.00	Amount: \$3,457.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Classified Salary (2100) Benefits (3000)	Budget Reference: Classified Salary (2100) Benefits (3000)	Budget Reference: Classified Salary (2100) Benefits (3000)

Action **5**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide snacks and childcare during parent meetings.	Provide snacks and childcare during parent meetings.	Provide snacks and childcare during parent meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000.00	Amount: \$4,000.00	Amount: \$4,000.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Supplies (4300)- \$2,400 Classified Salary (2100) and Benefits (3000)- \$1,600	Budget Reference: Supplies (4300)- \$2,400 Classified Salary (2100) and Benefits (3000)- \$1,600	Budget Reference: Supplies (4300)- \$2,400 Classified Salary (2100) and Benefits (3000)- \$1,600

Action **6**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**[ACTIONS/SERVICES](#)**

**2017-18**

New  Modified  Unchanged

Provide recognition for parents who are consistently involved in their children's education.

**2018-19**

New  Modified  Unchanged

Provide recognition for parents who are consistently involved in their children's education.

**2019-20**

New  Modified  Unchanged

Provide recognition for parents who are consistently involved in their children's education.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount \$1,000.00

Source S&C

Budget Reference Supplies (4300)

**2018-19**

Amount \$500.00

Source S&C

Budget Reference Supplies (4300)

**2019-20**

Amount \$500.00

Source S&C

Budget Reference Supplies (4300)

Action **7**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to contract services with web based student information system- Aeries Eagle Software. Provide teachers and office staff with straining.	Continue to contract services with web based student information system- Aeries Eagle Software. Provide teachers and office staff with straining.	Continue to contract services with web based student information system- Aeries Eagle Software. Provide teachers and office staff with straining.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$22,000.00	<b>Amount</b> \$22,000.00	<b>Amount</b> \$22,000.00
<b>Source</b> S&C	<b>Source</b> S&C	<b>Source</b> S&C
<b>Budget Reference</b> Services (5800)- \$20,000 Travel & Conf. (5200)- \$2,000	<b>Budget Reference</b> Services (5800)- \$20,000 Travel & Conf. (5200)- \$2,000	<b>Budget Reference</b> Services (5800)- \$20,000 Travel & Conf. (5200)- \$2,000

Action **8**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to contract services with Alert Solutions-School Announcement System.	Continue to contract services with Alert Solutions- School Announcement System.	Continue to contract services with Alert Solutions- School Announcement System.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,600.00	Amount: \$1,600.00	Amount: \$1,600.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Services (5800)	Budget Reference: Services (5800)	Budget Reference: Services (5800)

Action **9**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their children's schools.	Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their children's schools.	Maintain District Website to provide parents with more up-to-date resources and information related to education, the district, and their children's schools.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$7,500.00	Amount: \$7,500.00	Amount: \$7,500.00
Source: S&C	Source: S&C	Source: S&C
Budget Reference: Services (5800)	Budget Reference: Services (5800)	Budget Reference: Services (5800)

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$1,335,339	<u>Percentage to Increase or Improve Services:</u>	31.32%
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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](#)).

Lost Hills Union School District (LHUSD) has an unduplicated rate of 95.43%. The District has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance the services for all students. For the 2017-18 school year, the District is projected to receive \$1,335,339.00 in supplemental and concentration funds. LHUSD will be using supplemental and concentration funds principally directed towards unduplicated students on a district wide basis. This decision is grounded based on research showing that increased in extracurricular services (Everson and Millsap, (2005).

*Extracurricular activities and Student Achievement: Everyone Gains*) and technology support a positive learning environment (Linda Darling-Hammond, Molly B. Ziellezinski, and Shelley Goldman (2014). *Use of Technology to support At-Risk Student's Learning*). The district has added certificated and classified personnel, staff development, curriculum, instructional materials, electronic devices, and upgraded facilities and systems to provide these additional services. Facilities improvement contributes to engaging students by providing a welcoming environment to unduplicated students enhancing pupil engagement and climate.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## [Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## [Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark "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 selecting "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:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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?