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.

2017-20 Plan Summary

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

Located in the Mark West/Larkfield Area of Santa Rosa, Mark West Union School District is surrounded by hills and quiet neighborhoods creating a wonderful environment for children to learn and grow academically, physically, socially and emotionally.

The Mark West Union School District serves students from transitional kindergarten through grade six in its three elementary schools, Mark West, Riebli, and San Miguel. The Mark West Home Study Program serves all grade levels. The student population of 1,338 is comprised of 58.6% White, Not Hispanic, 29% Hispanic, 2.5% Asian, 1.3% American Indian/Native Alaskan, 9% Filipino, 6% Pacific Islander, and 6% African American students. The remaining 6.5% of the student population identifies as two or more non-Hispanic races. Of these students, 467 are low-socioeconomic, 185 are English language learners and 31 are Foster Youth.

The District emphasizes a rigorous and relevant curriculum, outstanding teaching, and personal caring for each child. The standards-based education focuses on defined expectations at each grade level and in each subject area. The District is committed to pursuing excellence in education with a challenging curriculum for all students. To that end, the District provides standards-based instructional materials, access to current technology and on-going Professional Development. Most recently the District provided training in Writing by Design for all K-8 grade levels (k-2, 3-4, 5-8), as well as training in Expressions Math. District teachers have also begun to develop and pilot Project Based lessons supported by a Project Based Instruction Support Teacher/Coach. School site teams have also participated in Next Generation Science Standards (NGSS) training.

District students are served in self-contained classrooms where combination classes are kept to a bare minimum when possible. Students are provided with a complete standards-based core curriculum in language arts, mathematics, science and social studies. Technology is integrated within the instructional program. Instruction in music, art and physical education is also provided. Each school has a comprehensive library with a part-time librarian. A key instructional component at each school is Blended Services, wherein students receive additional targeted instruction during the course of the school day. Title I and District funds are used to provide Reading Teachers at each school. Additionally, counseling services are provided at each school.
LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year’s LCAP.

Some of the key features of this year’s LCAP include on-going professional development in the area of Common Core Standards, the increased FTE for nursing, counseling and psychological services, the expansion of use of technology through a Technology Resource Teacher and the emphasis on the expanded use of teacher developed standards-based lessons.

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.

Student achievement in the MWUSD on the CAASP ELA and Math achievement assessments is above state and county averages. District wide programs that support student achievement are:
- Best first instruction
- Strong professional development district wide in common core
- Student access to technology resources and tools which is applied in all instructional core areas
- District adoption of common core aligned curriculum
- District wide articulation in social emotional training supported by a strong counseling program

GREATES PROGRESS

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?
Based on the SBAC and the CELDT, instruction for English learners needs to be modified to better meet their needs. The District will realign EL instruction to move from a segregated model to an integrated model of instruction. A District consultant, Tanya Ward Singer, will work closely with District teaching staff and administrators to establish needed professional development and a site level instructional model that will more fully integrated EL students. This integrated model will be implemented with the start of the 2017-18 school year.

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?

English language learners scored two performance levels below “All” in Language Arts. The model described under Greatest Needs above will support EL students to improve their overall academic performance.

Counseling services at each school will focus on English language learners in order to reduce the number of suspensions. Schools will continue to focus on the BEST program ensuring deeper understanding and more complete implementation of the program in order to better address the needs of EL students.

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.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year (Fund 01, schools:000,120,121,160,190,444). Please note, any budgets for schools 122 San Miguel or 123 JB Riebli Charters are not included in this total, they are accounted for in each Charter’s LCAP.</td>
<td>$ 7,065,897</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$ 2,950,963</td>
</tr>
</tbody>
</table>

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.
Other expenses not highlighted in this LCAP are operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other special education services, etc. all of which contribute to the success of students and staff. It is also important to note that the district’s Board of Trustees is dedicated to maintaining support and programs for our students and staff by committing and setting aside one-time funds for future liabilities, facilities and programs.

$ 3,819,340  
Total Projected LCFF Revenues for LCAP Year
Goal 1

Create a positive, focused and safe learning environment and culture for all students.

Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>X</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td></td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>________________________________</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.

The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.

In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.

ACTUAL

School facilities were inspected and found to be in “Good Repair”. The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2017.

Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2016), indicating that all district teachers were highly qualified and appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.

The District utilized BTSA Program support for year 1 and 2 teachers. The BTSA program supported 100% of the new District teachers.
## 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.</td>
<td>School facilities were inspected and found to be in “Good Repair”. The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2017.</td>
</tr>
<tr>
<td>2</td>
<td>The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.</td>
<td>Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2016), indicating that 100% district teachers were appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.</td>
</tr>
<tr>
<td>3</td>
<td>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors (Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total $337,501 + benefits.</td>
<td>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors (Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total $371,933 + benefits. A negotiated salary increase was implemented during the 16-17 school year, which is the change in salaries.</td>
</tr>
<tr>
<td>Actions/Services</td>
<td>PLANNED</td>
<td>ACTUAL</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>PLANNED</strong></td>
<td>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</td>
<td>The Declaration of Need was submitted to Mark West Board of Education in May 2017.</td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>New teachers will continued to be supported through the BTSA program. (This Action/Service and the associated funding were moved from Goal II-B)</td>
<td></td>
</tr>
</tbody>
</table>
| **BUDGETED**     | BTSA management code - $15,230  
2 Professional Development Days (Title One for this Title One school)  
01-3010-0-1110-1000-xxxx-121-PD $15,000 + benefits. | | Total fees to North Coast Teacher Induction Program: $15,700  
2 Professional Development Days (Title One for this Title One school)  
01-3010-0-1110-1000-xxxx-121/122-PD up to $15,000 + benefits.  
01-4035-0-1110-1000-xxxx-120-BTSA $15,230 | |
**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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall implementation of the actions/services to achieve the articulated goal.</td>
<td>School facilities continued to be well maintained and in “good repair”. The Human Resources Office continues to ensure that highly qualified and fully credentialed teachers, with no miss-assignments, are retained with new hires being provided needed support through the BTSA program.</td>
</tr>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>The District has effectively met this goal as delineated in the actions and services that were actually provided.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>Added BTSA costs to support new teachers, an increase: 01-4035-0-1110-1000-xxxx-120-BTSA $15,230. In Actions #2 and #3, a negotiated salary increase was implemented during the 16-17 school year, which is demonstrated in the changed salaries.</td>
</tr>
<tr>
<td>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.</td>
<td>Due to the effective implementation of this goal, no modifications will be made for the 2017-18 school year.</td>
</tr>
</tbody>
</table>
Annual Update  
LCAP Year Reviewed: 2016-17

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

| Goal 2 | Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. |
|        | Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum. |

| State and/or Local Priorities Addressed by this goal: | STATE | X | 1 | X | 2 | ☐ | 3 | X | 4 | ☐ | 5 | ☐ | 6 | ☐ | 7 | X | 8 |
| COE   | ☐ | 9 | ☐ | 10 |
| LOCAL | __________________ | __________________________ |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

District records will indicate that 100% of the district teachers will have participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 66% of the teachers will be fully trained in effective instructional practices, including peer review/feedback, and ELD standards.

The District’s Common Core Committee will review and approve CCSS lessons to ensure that at least 80% of the instructional materials and instructional lessons in the core curriculum aligned with the CCSS. Writing samples, based on CCSS, will also be collected from 100% of the students district-wide. Writing rubrics will be developed with the help and support of District teachers.

The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD 100% of the district students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education. (Moved from Goal II-A)

ACTUAL

District records indicate that 100% of the district teachers participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, 66% of the district teachers were trained in effective instructional practices, including peer review/feedback, and ELD.

Common Core lesson development has reached the 80% target with regards to instructional materials and lessons aligned with CCSS. District wide rubrics continue to be developed and implemented. Writing samples were collected from 100% of the District students. Writing rubrics continue to be developed with the help and support of District teachers.

The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September, 2016. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.
The initial administration of the Smarter Balanced Assessments, which generated a student report, occurred in the spring, 2015. The initial student performance report established the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics.

The Baseline for SBAC data indicated the following:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>190</td>
<td>199</td>
<td>169</td>
<td>174</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>186</td>
<td>197</td>
<td>164</td>
<td>173</td>
</tr>
<tr>
<td>%Standard Exceeded</td>
<td>16 %</td>
<td>15 %</td>
<td>10 %</td>
<td>14 %</td>
</tr>
<tr>
<td>%Standard Met</td>
<td>28 %</td>
<td>36 %</td>
<td>35 %</td>
<td>47 %</td>
</tr>
<tr>
<td>%Standard Nearly Met</td>
<td>35 %</td>
<td>22 %</td>
<td>20 %</td>
<td>23 %</td>
</tr>
<tr>
<td>%Standard Not Met</td>
<td>21 %</td>
<td>27 %</td>
<td>35 %</td>
<td>17 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>190</td>
<td>199</td>
<td>169</td>
<td>174</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>186</td>
<td>197</td>
<td>164</td>
<td>172</td>
</tr>
<tr>
<td>%Standard Exceeded</td>
<td>13 %</td>
<td>13 %</td>
<td>9 %</td>
<td>12 %</td>
</tr>
<tr>
<td>%Standard Met</td>
<td>38 %</td>
<td>32 %</td>
<td>13 %</td>
<td>32 %</td>
</tr>
<tr>
<td>%Standard Nearly Met</td>
<td>28 %</td>
<td>38 %</td>
<td>44 %</td>
<td>37 %</td>
</tr>
<tr>
<td>%Standard Not Met</td>
<td>21 %</td>
<td>17 %</td>
<td>34 %</td>
<td>19 %</td>
</tr>
</tbody>
</table>

The SBAC results for 2016 are as follows:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>3rd</th>
<th>3rd %</th>
<th>4th</th>
<th>4th %</th>
<th>5th</th>
<th>5th %</th>
<th>6th</th>
<th>6th %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>193</td>
<td>185</td>
<td>203</td>
<td>165</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>188</td>
<td>100.00%</td>
<td>183</td>
<td>100.00%</td>
<td>199</td>
<td>100.00%</td>
<td>163</td>
<td>100.00%</td>
</tr>
<tr>
<td>Number Standard Exceeded</td>
<td>55</td>
<td>29.26%</td>
<td>33</td>
<td>18.03%</td>
<td>34</td>
<td>17.09%</td>
<td>23</td>
<td>14.11%</td>
</tr>
<tr>
<td>Number Standard Met</td>
<td>51</td>
<td>27.13%</td>
<td>57</td>
<td>31.15%</td>
<td>73</td>
<td>36.68%</td>
<td>65</td>
<td>39.88%</td>
</tr>
<tr>
<td>Number Standard Nearly Met</td>
<td>53</td>
<td>28.19%</td>
<td>55</td>
<td>30.05%</td>
<td>41</td>
<td>20.60%</td>
<td>59</td>
<td>36.20%</td>
</tr>
<tr>
<td>Number Standard Not met</td>
<td>29</td>
<td>15.43%</td>
<td>38</td>
<td>20.77%</td>
<td>51</td>
<td>25.63%</td>
<td>16</td>
<td>9.82%</td>
</tr>
<tr>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>3rd</th>
<th>3rd %</th>
<th>4th</th>
<th>4th %</th>
<th>5th</th>
<th>5th %</th>
<th>6th</th>
<th>6th %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>193</td>
<td>185</td>
<td>203</td>
<td>165</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>188</td>
<td>100.00%</td>
<td>183</td>
<td>100.00%</td>
<td>199</td>
<td>100.00%</td>
<td>163</td>
<td>100.00%</td>
</tr>
<tr>
<td>Number Standard Exceeded</td>
<td>43</td>
<td>22.87%</td>
<td>26</td>
<td>14.21%</td>
<td>26</td>
<td>13.07%</td>
<td>24</td>
<td>14.72%</td>
</tr>
<tr>
<td>Number Standard Met</td>
<td>81</td>
<td>43.09%</td>
<td>64</td>
<td>34.97%</td>
<td>56</td>
<td>28.14%</td>
<td>49</td>
<td>30.06%</td>
</tr>
</tbody>
</table>
Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels. Additionally, K-3 students will exhibit a 10% overall improvement on their DIBELS scores.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.

7% of EL students will be re-designated as fully English proficient by the end of the 2016/17 school year, as per district’s EL Master Plan’s criteria for re-designation to RFEP status.

In the spring, 2015, 351 students in grades 3 through 6 either exceeded or met the standard in Language Arts. For those grade levels in Language Arts in the spring, 2016, 391 students exceeded or met the standard. This represents an 11% increase from 2015 to 2016.

For the same grade levels in Mathematics in the spring, 2015, 306 students exceeded or met the standard. For those same grade levels in the spring, 2016, 339 students exceeded or met the standard. This represents a 10% increase from 2015 to 2016.

K-3 students attained a 10% overall improvement on their DIBELS scores.

Teacher lesson plans indicated that the District met the 5% target. The District will continue to implement analytical arguments.

The re-designation rate as fully English proficient is 15% for the 2016/17 school year. Of 178 English Learner students (based on CALPADS Fall 2 Certification), 28 students were re-designated to RFEP status during the school year.

### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus for the district as the new</td>
<td>Common Core Standards training was provided by the District to ensure that all teachers were well versed in the new standards and fully trained in effective instructional practices. Mathematics remained a district focus to ensure that it the new program was</td>
<td></td>
</tr>
</tbody>
</table>
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teachers will continue to develop and present lesson development plans to the District’s Common Core Committee for review and approval, with an emphasis on mathematics. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers.</td>
<td>Mathematic lessons were shared at District and Site Days throughout the year, as documented in agendas. Lessons in Reading/Language Arts, History/Social Science and Science were developed, shared and utilized across the District.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED 01-0000-0-1110-1000-1142-121-PD $2,500 + benefits.</td>
<td>ESTIMATED ACTUAL 01-0000-0-1110-1000-xxxx-121-PD $3,000 + benefits.</td>
</tr>
<tr>
<td>3</td>
<td>Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.</td>
<td>All IEPs were reviewed annually as documented in the SEIS program. Goals were modified based on IEP team decisions.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>In Goal #3 Action 12 and 13</td>
<td>In Goal #3 Action 12 and 13</td>
</tr>
</tbody>
</table>
### Actions/Services

#### PLANNED

Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.

#### ACTUAL

Benchmark assessments and teacher developed tests, both formal and informal, were used to assess student growth, which was documented in Grade Level Co-ops throughout the year.

#### Expenditures

**BUDGETED**

01-1100-0-1110-1000-xxxx-121-ASMT
$9,000 + benefits.

**ESTIMATED ACTUAL**

01-1100-0-1110-1000-xxxx-121-ASMT
$2,000 + benefits.

### Actions/Services

#### PLANNED

District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.

#### ACTUAL

District teachers continued to implement Tanya Ward Singer student Engagement Strategies with a particular focus on English language learners as documented by administrative observations. Collaborative conversions continued as part of the site based Professional Learning Communities (PLC).

#### Expenditures

**BUDGETED**

01-4203-0-4850-1110-1000-xxxx-120/121-0000
$15,503.

**ESTIMATED ACTUAL**

01-4203-0-4850-1110-1000-xxxx-120/121-0000
$15,000. Teachers performed English in a Flash and STAR Early Literacy assessments; therefore, additional classified staff was not required, which reduced the cost.

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

**PLANNED**
The District will continue its investigation of the feasibility of an online assessment reporting system.

**ACTUAL**
The District will not be investing in a separate online assessment system as it will be using the State dashboard.

**BUDGETED**
No cost until system is determined.

**ESTIMATED ACTUAL**
No cost.

### Action 8

**PLANNED**
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.

**ACTUAL**
Eighty percent of the teachers developed writing samples based on CCSS. A four level rubric (1=low & 4=high), based on Writing By Design, was developed. The established baseline was a 2 on the new rubric.

**BUDGETED**
Included in above. (Action 5)

**ESTIMATED ACTUAL**
Writing by Design professional development:
- All Resource 6300
- School 121: $11,196
- School 122: $ 7,697
- School 123: $ 4,456

### Expenditures

**Expenditures**

**BUDGETED**
Included in above. (Action 5)

**ESTIMATED ACTUAL**
Writing by Design professional development:
- All Resource 6300
- School 121: $11,196
- School 122: $ 7,697
- School 123: $ 4,456

**Project Based Learning Instructional Support Teacher (PBLIST):**

<table>
<thead>
<tr>
<th>Action</th>
<th>Number</th>
<th>BUDGED</th>
<th>EXPE</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-0000-0-1110-1000-1100-121-PBST</td>
<td>01-0000-0-1110-1000-1100-121-PBST</td>
<td>$67,717</td>
<td>$5,391+benefits</td>
<td>Project Based Learning Instructional Support Teacher (PBLIST): 01-0000-0-1110-1000-1100-121-PBST. Computer Techs: 01-1100-0-1110-2430-2200-121-2430 - $5,391+benefits.</td>
</tr>
<tr>
<td>Action</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLANNED</strong></td>
<td>The Mathematics Assessment Resource Service (MARS) will continue to be utilized as a component of the new standards-based mathematics adoption.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>Mathematics training was provided for all District teachers. Based on an analysis of the usefulness of the Mathematics Assessment Resource Service (MARS), MARS was terminated. The District has implemented Project Based Learning (PBL) with attention to mathematical performances. Each teacher in the district under the direction of PBL support teacher conducted one unit, which included math performance. The documentation was provided by the PBL teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>Included in management code ASMT above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>All objects 58xx, Management code MATH Resource 3010, School 121: $1,283 Resource 6264, School 122: $1,283 Resource 4035, School 123: $1,969</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td></td>
</tr>
<tr>
<td><strong>PLANNED</strong></td>
<td>District technology resources will continue to be utilized to support and enrich student learning for all students.</td>
</tr>
<tr>
<td><strong>ACTUAL</strong></td>
<td>A PBL support teacher supported classroom teachers with technology use and professional development in implementing the Common Core Standards. Based on the support provided, teachers have developed and implemented lessons integrating technology into the Common Core instruction. This implementation is evidenced by administrative observations.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

### Action 11

#### Actions/Services

**PLANNED**
Baseline performance indicators on the Smarter Balanced assessments were established based on the Spring, 2015 administration. Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

**ACTUAL**
Student improvement on the SBAC performance levels are outlined above in the Annual Measureable Outcomes section for Goal 2. Students exhibited an increase of 11% in Language Arts and 19.5% in Mathematics.

### Expenditures

**BUDGETED**
No additional cost.

**ESTIMATED ACTUAL**
No additional cost.

### Action 12

#### Actions/Services

**PLANNED**
The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.

**ACTUAL**
All District EL students received appropriate instruction by CLAD, BCLAD and other EL certified teachers. EL re-designation to English proficient is outlined above in the Annual Measureable Outcomes section for Goal 2. EL students exceeded the AMAO target for RFEP status.

**BUDGETED**
EL support 01-0000-0-4850-1000-xxxx-120/121-EIA-$44,732

**ESTIMATED ACTUAL**
EL support 01-0000-0-4850-1000-xxxx-120/121-EIA-$49,771
Increase is due to negotiated salary increases.
**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.

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>The actions/services supporting Goal 2 were all fully implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All actions/services were partially implemented. General success in this area is supported by the development and implementation of teacher developed lessons based on Tanya Ward Singer strategies, the hiring of highly qualified Learning Support Teachers, the effective review of all IEPs and the significant growth on the SBAC. English learner students’ academic performance and social progress (suspensions) did not meet District expectations. However, the EL re-designation rate as fully English proficient was 15% for the 2016/17 school year, exceeding the District goal in this area.</td>
</tr>
<tr>
<td></td>
<td>Not a material difference. Previous PBLIST support teacher total salary was included ($67k) update includes only this site’s salary/ben ($21K). In Action #4, the difference in funding was based on teachers providing assessments instead of classified staff. In Action #7, additional funding was added later in the year to address different levels of support for teaching staff; therefore, this budget was increased to provide that support. In Action #8, $21,139 + benefits (were moved to Educator Effectiveness Grant for 16-17, resource 6264). Board has committed funds for 5 years for this purpose: 01-0000-0-9765. In Action #9, Title 1, Effective Educator Grant, and Title 2 were changed funding sources.</td>
</tr>
<tr>
<td></td>
<td>The District will realign EL instruction to move from a segregated model to an integrated model of instruction. A District consultant, Tanya Ward Singer, will work closely with District teaching staff and administrators to establish needed professional development and a site level instructional model that will more fully integrated EL students. This integrated model will be implemented with the start of the 2017-18 school year. Full implementation of the developed model will be reflected in teacher lesson plans and monitored by site administrators. This goal change can be found in Goal #2 Action 5 of the 2017-18 LCAP.</td>
</tr>
</tbody>
</table>

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

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.

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.
Annual Update  
LCAP Year Reviewed:  2016-17

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

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.</th>
</tr>
</thead>
</table>

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>□ 1</th>
<th>□ 2</th>
<th>□ 3</th>
<th>□ 4</th>
<th>□ 5</th>
<th>□ 6</th>
<th>□ 7</th>
<th>□ 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>□ 9</td>
<td>□ 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 96% ADA. Chronic Absenteeism rates will be reduced by 2%.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report established the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics.

The Baseline data indicated the following:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>190</td>
<td>199</td>
<td>169</td>
<td>174</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>186</td>
<td>197</td>
<td>164</td>
<td>173</td>
</tr>
<tr>
<td>%Standard Exceeded</td>
<td>16 %</td>
<td>15 %</td>
<td>10 %</td>
<td>14 %</td>
</tr>
<tr>
<td>%Standard Met</td>
<td>28 %</td>
<td>36 %</td>
<td>35 %</td>
<td>47 %</td>
</tr>
<tr>
<td>%Standard Nearly Met</td>
<td>35 %</td>
<td>22 %</td>
<td>20 %</td>
<td>23 %</td>
</tr>
<tr>
<td>%Standard Not Met</td>
<td>21 %</td>
<td>27 %</td>
<td>35 %</td>
<td>17 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>190</td>
<td>199</td>
<td>169</td>
<td>174</td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>186</td>
<td>197</td>
<td>164</td>
<td>172</td>
</tr>
<tr>
<td>%Standard Exceeded</td>
<td>13 %</td>
<td>13 %</td>
<td>9 %</td>
<td>12 %</td>
</tr>
<tr>
<td>%Standard Met</td>
<td>38 %</td>
<td>32 %</td>
<td>13 %</td>
<td>32 %</td>
</tr>
</tbody>
</table>

ACTUAL

There were no expulsions during 2016-17. There was a slight increase in suspension rates. Reduction of the suspension rate will be supported through continued school-wide implementation of the BEST program and counseling services.

There was a reduction in suspension of 4 students, which was above the threshold of 8% reduction.

The ADA for 16-17 rate as document in the P2 report was 96.4%, with Chronic Absenteeism reduced by 1 %.

The SBAC results for 2016 are as follows:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>3rd</th>
<th>3rd %</th>
<th>4th</th>
<th>4th %</th>
<th>5th</th>
<th>5th%</th>
<th>6th</th>
<th>6th %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>193</td>
<td>185</td>
<td>203</td>
<td>165</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Tested</td>
<td>188</td>
<td>100.00%</td>
<td>183</td>
<td>100.00%</td>
<td>199</td>
<td>100.00%</td>
<td>163</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

| Number Standard Exceeded | 55 | 29.26% | 33 | 18.03% | 34 | 17.09% | 23 | 14.11% |
| Number of Students Tested | 186 | 197 | 164 | 172 |
| %Standard Exceeded | 13 % | 13 % | 9 % | 12 % |
| %Standard Met | 38 % | 32 % | 13 % | 32 % |
Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels. Additionally, K-3 students will exhibit a 10% overall improvement on their DIBELS scores.

<table>
<thead>
<tr>
<th>Standard Met</th>
<th>Number</th>
<th>% Standard</th>
<th>Number</th>
<th>% Standard</th>
<th>Number</th>
<th>% Standard</th>
<th>Number</th>
<th>% Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly Met</td>
<td>53</td>
<td>28.19%</td>
<td>55</td>
<td>30.05%</td>
<td>41</td>
<td>20.60%</td>
<td>59</td>
<td>36.20%</td>
</tr>
<tr>
<td>Not Met</td>
<td>29</td>
<td>15.43%</td>
<td>38</td>
<td>20.77%</td>
<td>51</td>
<td>25.63%</td>
<td>16</td>
<td>9.82%</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th>Enrolled</th>
<th>193</th>
<th>185</th>
<th>203</th>
<th>165</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>188</td>
<td>100.00%</td>
<td>183</td>
<td>100.00%</td>
</tr>
<tr>
<td>4th</td>
<td>43</td>
<td>22.87%</td>
<td>26</td>
<td>14.21%</td>
</tr>
<tr>
<td>5th</td>
<td>81</td>
<td>43.09%</td>
<td>64</td>
<td>34.97%</td>
</tr>
<tr>
<td>6th</td>
<td>41</td>
<td>21.81%</td>
<td>67</td>
<td>36.61%</td>
</tr>
<tr>
<td>6th %</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

In the spring, 2015, 351 students in grades 3 through 6 either exceeded or met the standard in Language Arts. For those grade levels in Language Arts in the spring, 2016, 391 students exceeded or met the standard. This represents an 11% increase from 2015 to 2016.

For the same grade levels in Mathematics in the spring, 2015, 306 students exceeded or met the standard. For those same grade levels in the spring, 2016, 339 students exceeded or met the standard. This represents a 10% increase from 2015 to 2016.

K-3 students attained a 10% overall improvement on their DIBELS scores.

As documented by CDE (Title III Accountability report, released 7/11/16 based on 2014-15 data), the District did not meet AMAO#1 target but did meet AMAO #2 and #3 targets.
EL students will continue to meet AMAO #1 and AMAO #2. Additionally, EL students will maintain their participation rate on AMAO #3.

The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 10%.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year.

2016/17, CDE is in transition and is no longer keeping EL AMAO #1 and AMAO #2 data. However, the 2016 Accountability Transition report shows the EL participation rate at 99%; therefore, the equivalent of AMAO #3 was met.

In the 2015/16 school year, 29 EL students were reclassified from limited to fluent proficiency. A ten percent increase would yield a total of 32 students. In the 2016/17 school year, 31 EL students were reclassified from limited to fluent proficiency. Therefore, the district did not meet the expected outcome of a minimum 10% increase in number of reclassified students.

As evidenced in teacher lesson plans, 5% of the lessons in writing were comprised of text that defended and supported analytical writing.

As evidenced in teacher lesson plans and classroom observations, 5% of the lessons in Language Arts were comprised of instruction that included listening and speaking skills.

Baseline data was established for listening and speaking skills with the use formal and informal benchmark assessments and other tests. Ninety-one percent of the students in grades three through six were assessed in the area of listening and speaking.

As demonstrated by school “Blended Services” schedules, all students, including English learners, Low Income, foster youth and students with disabilities received a full range of classes.

The Healthy Kids Survey was not administered during the 2016-17 school year. In conjunction with the BEST program, the District utilized BEST data collection strategies, by way of office referrals to determine the most frequent student behavioral offenses over a two month period. Additionally, data was analyzed to determine grade level cohorts that generated a high rate of referrals.

**Office referrals related to behavioral offenses (over 2-month period, K-6):**

<table>
<thead>
<tr>
<th>Office referrals related to behavioral offenses (over 2-month period, K-6):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal or physical aggression = 101</td>
</tr>
<tr>
<td>Unsafe behaviors = 30</td>
</tr>
<tr>
<td>Defiance/disruption = 44</td>
</tr>
<tr>
<td>Sexual harassment = 11</td>
</tr>
</tbody>
</table>

**Office referrals related to behavioral offenses, by grade level (over 2-month period, K-6):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>24</td>
<td>20</td>
<td>21</td>
<td>59</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Based on comparison between 2014/15 and 2015/16 Fifth Grade Physical Fitness test results, this target was not met. Within the Aerobic Exercise subtest, in 2014/15 only 6 students scored within the “Needs Improvement/Health Risk” category and in 2015/16 there 7 students who...
within this category.

scored in the category. Within the Body Composition subtest, the number of students within
the “Needs Improvement/Health Risk” category stayed the same at 25 students both years, as
identified in goal #3 action 1 in 17-18 LCAP.

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Established Behavioral Goals will be maintained at the appropriate school site.</td>
<td>Behavioral Goals were maintained at school sites.</td>
</tr>
<tr>
<td></td>
<td>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120. $45,662+benefits.</td>
<td>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120. $46,262+benefits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Included in above cost.</td>
<td>Included in above cost in Goal 3, Action 1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.</td>
<td>There were no expulsions during 2016-17. However, there was a slight increase in suspension rates as reported in SARC.</td>
</tr>
<tr>
<td></td>
<td>Included in above cost.</td>
<td>Included in above cost in Goal 3, Action 1</td>
</tr>
</tbody>
</table>

<p>| Actions/Services | | |
|-----------------| | |
| 3 | Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. | District schools continued to provide additional student support programs supported by a full time counselor and 2 interns at each school site. |</p>
<table>
<thead>
<tr>
<th>Action</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Counselor: 01-0000-1110-3110-xxxx-121-COUN $63,087</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Support curricula, including Tool Box, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Included in above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Included in above.</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Zones of Regulation will continue to be used in all special education classes.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Included in above.</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Suspension and expulsion records will be maintained at the District Office.</td>
</tr>
<tr>
<td>Action</td>
<td>7</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> The District will continue to support the National School Lunch Program. <strong>ACTUAL</strong> The District continued to support the National School Lunch Program as documented in the Nutri-Kids system.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP $45,000 <strong>ESTIMATED ACTUAL</strong> Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP $45,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. <strong>ACTUAL</strong> Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2016), indicating that all district teachers were appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Included in above. <strong>ESTIMATED ACTUAL</strong> Included in above Goal 2 section 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong> Students at Mark West and San Miguel will be supported by a full time Title I reading teacher. <strong>ACTUAL</strong> The District continued to support San Miguel and Mark West students with a Title I funded reading teacher at each site.</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>BUDGETED</strong> Title One (Resource 3010 object 1100, school 121 = $76,739 + benefits. School 122 = $63,137 + benefits). <strong>ESTIMATED ACTUAL</strong> Title One (Resource 3010 object 1100, school 121 = $82,053 + benefits. School 122 = $62,019 + benefits).</td>
</tr>
</tbody>
</table>

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
<table>
<thead>
<tr>
<th>Action</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong></td>
<td>Riebli students will be supported by a half-time District funded reading teacher.</td>
<td><strong>ACTUAL</strong></td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>Fund 03, school 123, management code READ = $31,152 + benefits.</td>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>Fund 03, school 123, management code READ = $32,076 + benefits.</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong></td>
<td>Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials before and after school, summer school and reading teacher support and blended services during the school day.</td>
<td><strong>ACTUAL</strong></td>
</tr>
<tr>
<td><strong>BUDGETED</strong></td>
<td>As identified in Goal #2 Action 11</td>
<td><strong>ESTIMATED ACTUAL</strong></td>
<td>As identified Goal #2 Action 11</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>PLANNED</strong></td>
<td>During Blended Services (RTI – Response To Intervention) time, all classroom teachers provide 30 minutes of targeted instruction to support the academic growth of unduplicated students 4 days per week. Instructional Assistants will continue to provide support in the Blended Services (RTI) model.</td>
<td><strong>ACTUAL</strong></td>
</tr>
</tbody>
</table>
### Expenditures

<table>
<thead>
<tr>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support during Blended Services/RTI during morning Core Curriculum offering (Regular Ed – Fund 01, resource 0000/1400 objects 1100/3xxx, management 0100 total $1.480m x 5.3% or $78,428. Instructional Assistants: resource 0000, obj 2***/3***, management SUPP $32,096 for Unduplicated. Other EL support –management EIA- previously included $</td>
<td>Support during Blended Services/RTI during morning Core Curriculum offering (Regular Ed – Fund 01, resource 0000/1400 objects 1100/3xxx, management 0100 total $1.658m x 5.3% or $87,896. Instructional Assistants: resource 0000, obj 2***/3***, management SUPP $32,096 for Unduplicated. Other EL support –management EIA- previously included $42,941</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNED</td>
</tr>
</tbody>
</table>
| An additional second block of 30 minutes 4 days a week of targeted instruction in the RTI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will also be used to provide instruction to unduplicated students outside of individual IEP’s. | Services targeted to unduplicated students outside of individual IEP’s:  
During Blended Services time (RTI model) all classroom teachers provided 30 minutes of targeted instruction to support academic growth of unduplicated students 4 days per week (=5.3% of annual time). Instructional Assistants provided support in the Blended Services model, allowing classroom teachers to serve EL, FR/Red and Foster students separately. RSP teacher, SDC teacher, RSP Instructional Assistant, and SDC Instructional Assistant provided direct instruction to unduplicated students through the RTI model. RSP teacher serves students through direct instruction to EL/F/R students 90% of the time (8:30am-12:45pm 4 days/wk = 40.4% of annual time), serves EL/F/R math groups 7.7% of annual time or approximate 48% of total time is supported by LCFF funds. RSP Instructional Assistant supported by Supp/Con funds. SDC teacher serves students through direct instruction to EL/F/R students. Fifty percent of the class population is unduplicated pupils (estimated 50% of time supported by LCFF funds for encroachment). SDC Instructional Assistant is supported by LCFF funds for encroachment. The Speech teacher provided direct instruction to unduplicated students (25% of time). English Language Learner (ELL) students were provided with the following additional services (EIA management): English Language Development (ELD) paraprofessional support, a Double-dip of Blended Services with a push in model from ELD teacher for 30 minutes/day, 4 days/week, and extended day for Math and Language Arts support (see 5.3% of annual teacher time above). Two one-hour certificated teachers were hired to support EL/F/R/Foster students during core instruction time (BLND). An Intervention Teacher was hired to support EL/F/R/Foster students with before and after school interventions (SUPP). Other Intervention/homework Club |
certificated and classified personnel were hired, and instructional materials were purchased to support EL/F/R Foster (SITE) Summer School was also provided in the 2016-17 year.

<table>
<thead>
<tr>
<th>Expenditures BUDGETED</th>
<th>Expenditures ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school 120, 121 for additional support: Special Ed teacher salary/benefits-RSP-Res 6500, function 1120, objects 1xxx,3xx1, mgmt. SUPP-$47,097, obj. Res. 3310, function 1120, 2xxx,3xx2, mgmt. SUPP -$19,126. SDC-resource 6500, function 1110, obj. 1xxx-3xx1, mgmt. SUPP -$39,276, Res. 3310, function 1110, obj. 2xxx,3xx2, mgmt.. SUPP -$37,915. Speech res. 6500, function 3150, obj. 1xxx,3xx1, mgmt. SUPP-$16,088</td>
<td>All school 120, 121 for additional support: Special Ed teacher salary/benefits-RSP-Res 6500, function 1120, objects 1xxx,3xx1, mgmt. SUPP-$46,803, obj. Res. 3310, function 1120, 2xxx,3xx2, mgmt. SUPP -$19,126. SDC-resource 6500, function 1110, obj. 1xxx-3xx1, mgmt. SUPP -$28,500, Res. 3310, function 1110, obj. 2xxx,3xx2, mgmt.. SUPP -$38,730. Speech res. 6500, function 3150, obj. 1xxx,3xx1, mgmt. SUPP; $16,469. Other Interventions (including summer session): school 121 Management codes: BLND: $0, CONC: $17,382 (includes summer school), SITE: $44,979.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services BUDGETED</td>
<td>Actions/Services ESTIMATED ACTUAL</td>
</tr>
<tr>
<td>The school Counselor will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.</td>
<td>As documented by Counselor caseloads and service notes, the Counseling program provided intervention support for individual and group counseling sessions, as well as parental consultations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services BUDGETED</td>
<td>Actions/Services ACTUAL</td>
</tr>
<tr>
<td>As identified in goal #2 action 14</td>
<td>As identified in goal #2 action 14.</td>
</tr>
</tbody>
</table>

The District continued to provide an additional .4 FTE Psychologist support through the use of a retired psychologist, which is documented in payroll. A 1.0 FTE Psychologist will be recruited for the
**Expenditures**

<table>
<thead>
<tr>
<th>Action</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16</strong></td>
<td>01-6500-5770-3110-xxxx-120-SUPP $65,903 x 1/3 for each school site = $21,748.</td>
<td>01-6500-5770-3110-xxxx-120-SUPP $53801 x 1/3 for each school site = $17916.</td>
</tr>
</tbody>
</table>

**Actions/Services**

**PLANNED**

An increase of .2 FTE in School Nurse time will be maintained in order to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.

**ACTUAL**

The school increase to the Nurse’s time of .20 FTE was maintained. As documented in Nurse logs, the school nurse addressed small group and individual families with regards to access to health resources.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse: 01-0000-1110-3140-xxxx-121-SUPP</td>
<td>$12,496.</td>
<td>Nurse: 01-0000-1110-3140-xxxx-121-SUPP</td>
</tr>
</tbody>
</table>

**17**

**PLANNED**

English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.

**ACTUAL**

Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment, which includes CLAD or BCLAD certification.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL support 01-0000-0-4850-1000-2100-120/121-EIA ($0 funds not counted twice) and teacher salaries not counted here.</td>
<td></td>
<td>EL support 01-0000-0-4850-1000-2100-120/121-EIA ($0 funds not counted twice) and teacher salaries not counted here.</td>
</tr>
</tbody>
</table>

**18**

**PLANNED**

ELL and RFEP students will be given priority for instructional support programs, including student tutorials, before and after school and reading teacher support, summer school and Blended

**ACTUAL**

Based on attendance logs, ELL and RFEP students were given priority for instructional support programs, which included before and after school tutorials and reading teacher support during the blended services portion of...
Services (RTI) during the school day.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Included in above.</td>
<td>As identified in Goal #3 Action 18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Additional intervention support will include individual and group counseling sessions, as well as parental consultations.</td>
<td>As documented by Counselor caseloads and service notes, the Counseling program provided intervention support for individual and group counseling sessions, as well as parental consultations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other Interventions (including summer session): school 121 Management codes: BLND: $0, CONC: $17,382, ONE: $25,000 (placeholder for carryover funds), SITE: $10,000.</td>
<td>Counselor programs noted above. Move BLND, CONC, SITE to Goal 3, Action 13 above.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies.</td>
<td>Para-educators and teachers, trained in techniques designed to address language acquisition and appropriate instructional strategies, provided support for ELL and RFEP students. This support was documented by school site schedules.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Included in above.</td>
<td>As identified in Goal #2 actions 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of</td>
<td>A full range of classes for 100% of the students was maintained as all students had full access to a Common Core Standards based curriculum. No additional classes</td>
</tr>
</tbody>
</table>

Page 28 of 77
classes will be maintained by sites.

were added and none were deleted.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs to be determined.</td>
<td>Included in Goal #2 Actions 1, 2 and 5</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the overall implementation of the actions/services to achieve the articulated goal.</strong></td>
<td>Based on several different methods of documentation, such as support staff logs, teacher lesson plans, district maintained data bases and payroll records, all planned actions/services were fully implemented during the 2016-17 school year.</td>
</tr>
<tr>
<td><strong>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</strong></td>
<td>Overall the implementation of the planned actions/services was highly effective in meeting the goal, as stated. One exception was the slight increase in the number of student suspensions.</td>
</tr>
<tr>
<td><strong>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</strong></td>
<td>Difference in Action 13 was due to increase in funds allocated to SITE for various interventions. A change funding resource code for Action #9, which was identified in Action #4, to Titles 1 and 2 Funds, as well as, Effective Educator Grant Funds.</td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td>Due to the slight increase in suspensions, the school-wide implementation of the BEST program and counseling services will focus on reducing the suspension rate during the 2017-18 school year. This change can be found in Goal #3 Action #3. Under Action #15, a 1.0 FTE Psychologist will be recruited for the 2017-18 school year, as identified in Goal #3 Action 15 in the 17-18 LCAP.</td>
</tr>
</tbody>
</table>
**Goal 4**
Each school will establish parent training and informational events and/or activities.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>X</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>X</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td></td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANNUAL MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training, activities, and informational events.</td>
<td>Parent participation logs, maintained at all schools, indicated the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. The 10% increase in parent participation was met as indicated by 270 parents participating in the aforementioned school events.</td>
</tr>
</tbody>
</table>

The Bright Bytes Survey were not administered. Locally developed parent surveys, through the School Site Councils, were determined to provide more relevant local data.

Thirty percent of the parent responded to surveys distributed and collected in 2016. The survey requested information in four areas: communication, instructional program, health and well-being, and school culture. The surveys used a four point grading system. A score of one indicated a response of “Not At All” or “Not Satisfied”, while a score of four represented “Always” or “Very Satisfied”. In all areas survey, parents indicated that they were generally “Satisfied” to “Very Satisfied” in that scores ranged from an average of 3.5 to 3.7. However, parents did express that they would like to see more art, P.E. and science programs offered.
**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td></td>
</tr>
<tr>
<td>PLANNED</td>
<td>ACTUAL</td>
</tr>
<tr>
<td>After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.</td>
<td>After school and evening parent training sessions were conducted by District staff and other qualified personnel throughout the year as documented by agendas and parent participation logs.</td>
</tr>
<tr>
<td>Afterschool parent nights were held and paid for or supported by site PTA’s. District held parent nights required no additional costs for meetings.</td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
</tr>
<tr>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td>01-0000-0-1110-1000-1142-121-PD $2,500. 01-4203-0-4850-1000-xxxx-121-0000 $3,218.</td>
<td>01-0000-0-1110-1000-1142-121-PD $0. 01-4203-0-4850-1000-xxxx-121-0000 $37.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall implementation of the actions/services to achieve the articulated goal.</td>
<td>Parent informational and training opportunities were provided for all District parents. The Bright Bytes Survey was replaced by locally developed surveys through each of the School Site Councils.</td>
</tr>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>District and school staff determined that better local data could be obtained using locally developed surveys. Therefore, each school staff, with support from the District office, developed and administered surveys specific to Mark West School District. Information collected through the surveys will be used, as appropriate, to modify or change specific actions and services provided by the District and individual schools.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>Parent meetings don’t generally incur costs as they are provided by administrative staff.</td>
</tr>
<tr>
<td>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.</td>
<td>Based on information received through the locally developed surveys, no changes to LCAP actions/services are planned for the 2017-18 school year.</td>
</tr>
</tbody>
</table>
Stakeholder Engagement

LCAP Year


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 LCAP was reviewed with the Mark West District’s three elementary School Site Councils (Riebli Charter, San Miguel Charter, Mark West Elementary). Each of the council meetings began with a brief introduction to the new LCAP Evaluation Rubrics. Information pertaining to changes to the LCAP template and the draft rubrics was provided. The current Mark West LCAP goals were distributed along with sentence stems to illicit input from the SSC. Input from the SSC was collected and is summarized below.

The School Site Councils (SSC) from each District school, which formed the Parent Advisory Committee (PAC) for the District, and the DELAC (District English Learner Advisory Committee) were provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants), as well as information pertaining to changes to the LCAP template and the new LCAP evaluation rubrics. The current Mark West LCAP goals were distributed. Stakeholder groups were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools, including information regarding the District’s efforts in attaining each of the LCAP goals. Comments and suggestions were solicited from each of the stakeholder groups. They were also advised that any questions, comments or suggestions could also be provided to the District Superintendent in writing. No written comments were submitted to the Superintendent by the PAC or the DELAC. Similar meetings were held with student representatives from each of the District’s three elementary schools. The students and SSC meetings were conducted on October 25, 2016 (Riebli), December 5, 2016, (San Miguel) and December 15, 2016 (Mark West). The DELAC met on April 4, 2017.

Following a similar process, the Superintendent met with the Mark West Teacher’s Association on April 17, 2017 and solicited input from this organization. Following a similar process, the Superintendent met with the Mark West Classified Employee Association on April 19, 2017 and solicited input from this organization. A Community Meeting to solicit public input was conducted with the Mark West Board Union School District Board of Trustees on May 16, 2017. The Mark West Union School District Trustees held a Public Hearing for the 2017-20 LCAP on June 6, 2017. The Mark West Union School District Trustees approved the 2017-20 LCAP on June 8, 2017.

Impact on LCAP and ANNUal update

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

Many of the comments provided by the PAC, DELAC and students groups were reiterations of existing programs or current areas of focus for the District. For example, the groups felt that in order to be prepared for the future, students needed access to well-rounded, quality educational experiences with a clear focus on the core curriculum and supplemented with the arts, the development of thinking skills, access to technology and the ability to use it appropriately. It was also pointed out that students need to develop collaborative, social and communication skills, while developing empathy for others. Also, increased counseling, math and reading support for all grades was seen as a need. These goals are already embedded in the LCAP Actions/Services. The groups felt that site level staffs were highly trained, qualified and supportive. Parents appreciated the District’s efforts to maintain smaller class sizes and certain extracurricular programs, such as music. Students stated that they would like lunches that offer healthier options with more freshly made choices leading to better nutrition.
## 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.

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>X Unchanged</th>
</tr>
</thead>
</table>

### Goal 1

Create a positive, focused and safe learning environment and culture for all students. Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.

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

<table>
<thead>
<tr>
<th>State</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Identified Need

Based on the Annual Facilities Inspection Report, students need clean, safe and well maintained facilities.

Students need fully credentialed teachers and no teacher miss-assignments.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Facilities Inspection Report</td>
<td>Facilities in “Good Repair” category.</td>
<td>Facilities maintained in “Good Repair” category.</td>
<td>Facilities maintained in “Good Repair” category.</td>
<td>Facilities maintained in “Good Repair” category.</td>
</tr>
<tr>
<td>Annual Declaration of Need and SARC</td>
<td>100% of district teachers are highly qualified.</td>
<td>100% of district teachers will continue to be highly qualified.</td>
<td>100% of district teachers will continue to be highly qualified.</td>
<td>100% of district teachers will continue to be highly qualified.</td>
</tr>
<tr>
<td>Human Resources Office Records</td>
<td>100% of new teachers were supported through BTSA.</td>
<td>100% of new teachers will be supported through BTSA.</td>
<td>100% of new teachers will be supported through BTSA.</td>
<td>100% of new teachers will be supported through BTSA.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
</table>

| Location(s) | X 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] | [Limited to Unduplicated Student Group(s)] |

| Location(s) | [All schools] | [Specific Schools] | [Specific Grade spans] |

**ACTIONS/SERVICES**

**2017-18**

- [New]  [Modified]  [X Unchanged]

School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”. The Board of Trustees has committed $250k in Fund 17 for maintenance projects not included in these budgets. When expenditures take place, they will be reflected in the Annual Updates.

**2018-19**

- [New]  [Modified]  [X Unchanged]

School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”. The Board of Trustees has committed $250k in Fund 17 for maintenance projects not included in these budgets. When expenditures take place, they will be reflected in the Annual Updates.

**2019-20**

- [New]  [Modified]  [X Unchanged]

School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”. The Board of Trustees has committed $250k in Fund 17 for maintenance projects not included in these budgets. When expenditures take place, they will be reflected in the Annual Updates.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$261,383</td>
<td>$261,383</td>
<td>$261,383</td>
</tr>
</tbody>
</table>
### Source

<table>
<thead>
<tr>
<th>Fund 01, resource 8150 - $261,383</th>
</tr>
</thead>
</table>

### Budget Reference

<table>
<thead>
<tr>
<th>Fund 01, resource 8150 - $261,383</th>
</tr>
</thead>
</table>

### Action

**2**

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

**Students to be Served**

- X All
- □ Students with Disabilities
- □ [Specific Student Group(s)]

**Location(s)**

- X 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
- X Unchanged

**2018-19**

- □ New
- □ Modified
- X Unchanged

**2019-20**

- □ New
- □ Modified
- X Unchanged

The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.

### BUDGETED EXPENDITURES

The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$348,687 + benefits</td>
<td>LCFF</td>
<td>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300 $158,177), Principals as monitors (Function 2700, object 1300 $127,579), and District Office HR position (Function 7200, object 2400 $62,931)</td>
</tr>
<tr>
<td>2018-19</td>
<td>$354,789 + benefits</td>
<td>LCFF</td>
<td>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300 $160,945), Principals as monitors (Function 2700, object 1300 $129,812), and District Office HR position (Function 7200, object 2400 $64,032)</td>
</tr>
<tr>
<td>2019-20</td>
<td>$360,998 + benefits</td>
<td>LCFF</td>
<td>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300 $163,762), Principals as monitors (Function 2700, object 1300 $132,083), and District Office HR position (Function 7200, object 2400 $65,153)</td>
</tr>
</tbody>
</table>

**Action 3**

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

- **Students to be Served**: X All  □ Students with Disabilities  □ [Specific Student Group(s)]
- **Location(s)**: X 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**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.

**BUDGETED EXPENDITURES**

The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.
### Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All</td>
<td>Specific Schools:_____</td>
<td>Specific Grade spans:_____</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>LEA-wide Group(s)</td>
<td>Schoolwide</td>
<td>Limited to Unduplicated Student</td>
</tr>
</tbody>
</table>

**Location(s)**

| All schools | Specific Schools:_____ | Specific Grade spans:_____ |

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
<tr>
<td>X Unchanged</td>
<td>X Unchanged</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

- New teachers will continued to be supported through the BTSA program.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$20,911</td>
<td>$20,911</td>
</tr>
</tbody>
</table>
Goal 2

Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.

Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>________________</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Need

Teachers need continued training in the Common Core Standards (CCS) and ELD standards as indicated by site level professional development records.

Teachers need to provide students with access to Common Core Standards through CCS lessons.

Teacher developed local assessments and student achievement data from the Smarter Balanced Assessment results, indicate that students need to maintain reading skills, with the exception of reclassified English language learners who need to improve reading skills. Students also need to improve mathematics skills and writing skills.

Teachers need to focus instruction on the use of text in defending and supporting analytical arguments, as required by the Standards Based Assessment Consortium (SBAC). DIBELS information will continue to be assessed.

Students need access to quality standards-aligned instructional materials.

English Language Learner students need to attain English proficiency.

Priority #4 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
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher (N/A)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>District personnel records</td>
<td>100% of District teachers are properly credentialed and assigned.</td>
<td>All District teachers will be properly credentialed and assigned.</td>
<td>All District teachers will be properly credentialed and assigned.</td>
<td>All District teachers will be properly credentialed and assigned.</td>
</tr>
<tr>
<td>Site/District level professional development records</td>
<td>80% of District Teachers participated in District Professional Development.</td>
<td>The remaining District Teachers will participate in District Professional Development.</td>
<td>All District Teachers will continue to participate in District Professional Development.</td>
<td>All District Teachers will continue to participate in District Professional Development.</td>
</tr>
<tr>
<td>Annual Williams Report (Appropriate Curricular Materials)</td>
<td>The Annual Williams Report indicated that students are provided with standards-based curricular materials.</td>
<td>The Annual Declaration of Need will show that all students are provided with standards-based curricular materials.</td>
<td>The Annual Declaration of Need will show that all students are provided with standards-based curricular materials.</td>
<td>The Annual Declaration of Need will show that all students are provided with standards-based curricular materials.</td>
</tr>
<tr>
<td>Site Level Lesson Plans &amp; Principal Observations</td>
<td>Common Core lessons are developed and used by 100% of the District teachers.</td>
<td>Common Core lessons are developed and used by 100% of the District teachers.</td>
<td>Common Core lessons are developed and used by 100% of the District teachers.</td>
<td>Common Core lessons are developed and used by 100% of the District teachers.</td>
</tr>
<tr>
<td>Teacher lesson plans (Technology)</td>
<td>All teacher lesson plans indicated that technology is integrated into the curriculum.</td>
<td>All teacher lesson plans will show that technology is integrated into 80% the curriculum.</td>
<td>All teacher lesson plans will show that technology is integrated into 85% the curriculum.</td>
<td>All teacher lesson plans will show that technology is integrated into 90% the curriculum.</td>
</tr>
<tr>
<td>Formative English Language Matrix</td>
<td>All teachers will implement the Formative English Language Assessment for EL Students. Baseline data is 7% of EL students are re-designated as fully English proficient and 10% growth proficiency for all EL students a measured by the formative assessments.</td>
<td>All teachers will implement the Formative English Language Assessment for EL Students. 7% of EL students will be re-designated as fully English proficient and 10% growth in proficiency for all EL students a measured by the formative assessments.</td>
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</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>□ Specific Schools: _______________</td>
<td>□ Specific Grade spans: _______________</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide</td>
<td>□ Schoolwide</td>
<td>OR □ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools: _______________</td>
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</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New</td>
<td>□ Modified</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

Training in the Common Core Standards (CCSS) will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Science will be a focus for the district as the new science program is fully, adopted, implemented and refined.

On-going support in the utilization of the CCSS will continue to be provided by the district in order to ensure that all teachers are well versed in the standards and fully trained in effective instructional practices. Science will continue to be a focus for the district as the new science program is fully, adopted, implemented and refined.

On-going support in the utilization of the CCSS will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Science will continue to be a focus for the district as the new science program is fully, adopted, implemented and refined.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,351,270 + benefits</td>
<td>$1,374,917 + benefits</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
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<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>☐ Specific Schools:______________</td>
<td>☐ Specific Grade spans:______________</td>
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</table>

**OR**

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

<table>
<thead>
<tr>
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<th>☐ English Learners</th>
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<th>☐ Low Income</th>
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<tr>
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<td>☐ Schoolwide</td>
<td><strong>OR</strong> ☐ Limited to Unduplicated Student Group(s)</td>
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### ACTIONS/SERVICES

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<th>2019-20</th>
</tr>
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</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

The District’s Curriculum Committee will assist teachers with the development and implementation of Common Core lesson plans, with an emphasis on science. Lesson plans will continue to be developed in Reading/Language Arts, Mathematics, and History/Social Science which will be shared with and utilized by all teachers.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,500+ benefits</td>
<td>$2,500+ benefits</td>
</tr>
<tr>
<td>Source</td>
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<td>LCFF</td>
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<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

**2017-18**

| New | □ New | □ Modified | □ Unchanged |

Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.

**BUDGETED EXPENDITURES**

**2017-18**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Goal #3 Actions 12 and 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Included in Goal #3 Actions 12 and 13</td>
</tr>
<tr>
<td>Budget</td>
<td>Included in Goal #3 Actions 12</td>
</tr>
</tbody>
</table>

**2018-19**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Goal #3 Actions 12 and 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Included in Goal #3 Actions 12 and 13</td>
</tr>
<tr>
<td>Budget</td>
<td>Included in Goal #3 Actions 12</td>
</tr>
</tbody>
</table>

**2019-20**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Goal #3 Actions 12 and 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Included in Goal #3 Actions 12 and 13</td>
</tr>
<tr>
<td>Budget</td>
<td>Included in Goal #3 Actions 12</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Reference</th>
<th>Students to be Served</th>
<th>Location(s)</th>
<th>Scope of Services</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>and 13</td>
<td>X All</td>
<td>X All schools</td>
<td>X All-wide</td>
<td>LCFF</td>
<td>01-1100-0-1110-1000-xxxx-121-ASMT</td>
</tr>
<tr>
<td>12 and 13</td>
<td></td>
<td></td>
<td>Schoolwide OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and 13</td>
<td></td>
<td></td>
<td>Limited to Unduplicated Student Group(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- **Students to be Served**: X All, [Specific Student Group(s)]
- **Location(s)**: X All schools, Specific Schools
- **Scope of Services**: OR
- **Location(s)**: X All schools, [Specific Grade spans]

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**: OR
- **Location(s)**: X All schools, [Specific Grade spans]

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Reference</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$9,000 + benefits</td>
<td>$9,000 + benefits</td>
<td>$9,000 + benefits</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>01-1100-0-1110-1000-xxxx-121-ASMT</td>
<td>01-1100-0-1110-1000-xxxx-121-ASMT</td>
<td>01-1100-0-1110-1000-xxxx-121-ASMT</td>
</tr>
</tbody>
</table>

Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.
## For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide Group(s)</td>
<td>☐ Schoolwide</td>
<td>OR ☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☐ All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

#### 2017-18
- ☐ New  X Modified  ☐ Unchanged
- District teachers will continue to implement Tanya Ward Singer student Engagement Strategies with a particular focus on English language learners as documented by administrative observations. Collaborative conversions will continue as part of the site based Professional Learning Communities (PLC).

#### 2018-19
- ☐ New  Modified  X ☐ Unchanged
- District teachers will continue to implement Tanya Ward Singer student Engagement Strategies with a particular focus on English language learners as documented by administrative observations. Collaborative conversions will continue as part of the site based Professional Learning Communities (PLC).

#### 2019-20
- ☐ New  Modified  X ☐ Unchanged
- District teachers will continue to implement Tanya Ward Singer student Engagement Strategies with a particular focus on English language learners as documented by administrative observations. Collaborative conversions will continue as part of the site based Professional Learning Communities (PLC).

### BUDGETED EXPENDITURES

#### 2017-18
- Amount: $15,398
- Source: Title III
- Budget Reference: 01-4203-0-4850-1000-xxxx-120/121-0000

#### 2018-19
- Amount: $15,000
- Source: Title III
- Budget Reference: 01-4203-0-4850-1000-xxxx-120/121-0000

#### 2019-20
- Amount: $15,000
- Source: Title III
- Budget Reference: 01-4203-0-4850-1000-xxxx-120/121-0000
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td>X All schools</td>
</tr>
</tbody>
</table>

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

- Students to be Served: X All | [Specific Student Group(s)]
- Location(s): X All schools | Specific Grade spans:

#### 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: OR LEA-wide | Schoolwide
- Location(s): X All schools | Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

- New: X
- Modified: 
- Unchanged: 

The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.

#### 2018-19

- New: X
- Modified: 
- Unchanged: 

The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.

#### 2019-20

- New: X
- Modified: 
- Unchanged: 

The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.

### BUDGETED EXPENDITURES

#### 2017-18

- Amount: No added cost (current employees)
- Source: n/a

#### 2018-19

- Amount: No added cost (current employees)
- Source: n/a

#### 2019-20

- Amount: No added cost (current employees)
- Source: n/a
### ACTIONS/SERVICES

#### 2017-18

Teacher developed writing samples, based on Writing By Design and aligned with the CCSS, will be administered. Based on the students’ writing samples, baseline performance and annual improvement goals will be established.

#### 2018-19

Based on the students’ 2017-18 writing performance, annual goals will be established.

#### 2019-20

Based on the students’ 2018-19 writing performance, annual goals will be established.

### BUDGETED EXPENDITURES

#### 2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Restricted Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 6300, obj 4210</td>
</tr>
</tbody>
</table>

#### 2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Restricted Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 6300, obj 4210</td>
</tr>
</tbody>
</table>

#### 2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>$5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Restricted Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Resource 6300, obj 4210</td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

**2017-18**  
[ ] New  [ ] Modified  [ ] Unchanged

A Project Based Learning Support Teacher (PBST) will continue to support teachers in the classroom with technology use and professional development in the implementation of the Common Core Standards. Physical Education will be provided for all TK-6th grade students by PE teachers, as documented in site schedules. All TK-6th grade students will receive direct experiences with visual and performing arts as documented by Art Docent and Music Program.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Amount</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21,768 + benefits (PBST)</td>
<td>$22,149 + benefits (PBST)</td>
<td>$22,536 + benefits (PBST)</td>
<td></td>
</tr>
<tr>
<td>$6,086+benefits. Computer Techs</td>
<td>$6,192+benefits. Computer Techs</td>
<td>$6,301+benefits. Computer Techs</td>
<td></td>
</tr>
<tr>
<td>$2,500+benefits Tech Mentor</td>
<td>$2,500+benefits Tech Mentor</td>
<td>$2,500+benefits Tech Mentor</td>
<td></td>
</tr>
<tr>
<td>$TBD – Arts (funded by PTA/O)</td>
<td>$TBD – Arts (funded by PTA/O)</td>
<td>$TBD – Arts (funded by PTA/O)</td>
<td></td>
</tr>
</tbody>
</table>
### Action 9

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

| Students to be Served | X All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] | Location(s) | X 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  
- X Modified  
- ☐ Unchanged

The District’s implementation of Project Based Learning (PBL), with attention to mathematical performances, will continue. Each teacher in the district, with the support of the PBL teacher, will conduct at least one math performance unit, as documented by the PBL teacher. Within the PBL construct, professional training in mathematics will be provided students’ writing within this subject area.

**2018-19**

- ☐ New  
- X Modified  
- ☐ Unchanged

The District’s implementation of Project Based Learning (PBL) will continue. Each teacher in the district, with the support of the PBL teacher, will continue to conduct performance units, as documented by the PBL teacher. The focus on writing within Mathematics will continue.

**2019-20**

- ☐ New  
- Modified  
- X ☐ Unchanged

The District’s implementation of Project Based Learning (PBL) will continue. Each teacher in the district, with the support of the PBL teacher, will continue to conduct performance units, as documented by the PBL teacher. The focus on writing within Mathematics will continue.
## BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Action</th>
<th>10</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide Group(s)</td>
<td>□ Schoolwide</td>
<td>OR □ Limited to Unduplicated Student</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

## ACTIONS/SERVICES

### 2017-18

- **New**
- **X Modified**
- **Unchanged**

The PBL support teacher will continue to support classroom teachers with technology use and professional development in implementing the Common Core Standards. Based on this support, teachers will develop and implement lessons integrating technology into the

### 2018-19

- **New**
- **Modified**
- **X Unchanged**

The PBL support teacher will continue to support classroom teachers with technology use and professional development in implementing the Common Core Standards. Based on this support, teachers will develop and implement lessons integrating technology into the

### 2019-20

- **New**
- **Modified**
- **X Unchanged**

The PBL support teacher will continue to support classroom teachers with technology use and professional development in implementing the Common Core Standards. Based on this support, teachers will develop and implement lessons integrating technology into the
Common Core instruction, as evidenced by administrative observations.

BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td></td>
<td>$39,664</td>
<td>$40,358</td>
<td>$41,064</td>
</tr>
<tr>
<td></td>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td></td>
<td>LCFF PLUS Action 8</td>
<td>LCFF PLUS Action 8</td>
<td>LCFF PLUS Action 8</td>
</tr>
<tr>
<td></td>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td></td>
<td>01-0000-0-1110-2700-2900-120-2430</td>
<td>01-0000-0-1110-2700-2900-120-2430</td>
<td>01-0000-0-1110-2700-2900-120-2430</td>
</tr>
</tbody>
</table>

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

**Students to be Served**: X All

**Location(s)**: X All schools

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

ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>Action</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td></td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

All staff will implement the following curriculum Expressions, Writing by Design, Project Based Learning units in order to support students on performance indicators on the Smarter Balanced assessments.
### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>No additional cost</td>
<td>No additional cost</td>
<td>No additional cost</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Action 12**

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

- **Students to be Served**: All
- **Location(s)**: All schools

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
- **Location(s)**: All schools

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modified</strong></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Unchanged</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The District will continue to provide appropriate instruction for EL students in order for them to meet AMAO targets. The District’s Professional Development Committee (Teachers, Administrators and Consultant Tanya Ward Singer) will review instructional support, as well as identified modifications will continued to be implemented.
social/emotional support, for EL students to ensure that Best Practices are in place and identify any needed modifications. Based on the committee’s recommendations, support for English language learners will be revised and/or enhanced for the 2017-18 school year.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$43,153</td>
<td>Supplemental Funds</td>
<td>01-0000-0-4850-1000-2xxx-3xxx-120/121-EIA = $43,153</td>
</tr>
<tr>
<td></td>
<td>$6,000</td>
<td></td>
<td>01-0000-0-4850-1000-4xxx-5xxx-120/121-EIA = $ 6,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>$43,908</td>
<td>Supplemental Funds</td>
<td>01-0000-0-4850-1000-2xxx-3xxx-120/121-EIA = $43,908</td>
</tr>
<tr>
<td></td>
<td>$6,000</td>
<td></td>
<td>01-0000-0-4850-1000-4xxx-5xxx-120/121-EIA = $ 6,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>$44,677</td>
<td>Supplemental Funds</td>
<td>01-0000-0-4850-1000-2xxx-3xxx-120/121-EIA = $44,677</td>
</tr>
<tr>
<td></td>
<td>$6,000</td>
<td></td>
<td>01-0000-0-4850-1000-4xxx-5xxx-120/121-EIA = $ 6,000</td>
</tr>
</tbody>
</table>

Goal 3

Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

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

<table>
<thead>
<tr>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>X</th>
<th>4</th>
<th>X</th>
<th>5</th>
<th>X</th>
<th>6</th>
<th>X</th>
<th>7</th>
<th>X</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identified Need**

There were no expulsions during 2016-17. There was a slight increase in suspension rates. Reduction of the suspension rate will be supported through continued school-wide implementation of the BEST program and counseling services.

The SBAC results for 2016 are as follows:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>193</td>
<td>185</td>
<td>203</td>
<td>165</td>
</tr>
</tbody>
</table>
In the spring, 2015, 351 students in grades 3 through 6 either exceeded or met the standard in Language Arts. For those grade levels in Language Arts in the spring, 2016, 391 students exceeded or met the standard. This represents an 11% increase from 2015 to 2016.

For the same grade levels in Mathematics in the spring, 2015, 306 students exceeded or met the standard. For those same grade levels in the spring, 2016, 339 students exceeded or met the standard. This represents a 10% increase from 2015 to 2016.

K-3 students attained a 10% overall improvement on their DIBELS scores.

The writing component of the Standards Based Assessment Consortium (SBAC) requires the use of text in defending and supporting analytical arguments. Teachers need to better focus instruction in this area in order for students to meet this new standards requirement.

As documented by CDE (Title III Accountability report, released 7/11/16 based on 2014-15 data), the District did not meet AMAO#1 target but did meet AMAO #2 and #3 targets. For 2016/17, CDE is in transition and is no longer keeping EL AMAO#1 and AMAO #2 data. However, the 2016 Accountability Transition report shows the EL participation rate at 99%; therefore, the equivalent of AMAO #3 was met.

In the 2015/16 school year, 29 EL students were reclassified from limited to fluent proficiency. A ten percent increase would yield a total of 32 students. In the 2016/17 school year, 31 EL students were reclassified from limited to fluent proficiency. Therefore, the district did not meet the expected outcome of a minimum10% increase in number of reclassified students.

Baseline data was established for listening and speaking skills with the use formal and informal benchmark assessments and other tests.

All students, including English learners, Low Income, foster youth and students with disabilities need to receive a full range of classes.

Priority #4
B. The Academic Performance Index (N/A)
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. (N/A)

Priority #5
C. Middle school dropout rates (N/A)
D. High school dropout rates (N/A)
E. High school graduation rates (N/A)
### EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Counseling Board Report</strong></td>
<td>The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support. Individual and group intervention counseling sessions has led to positive school climates.</td>
<td>Students will continue to be provided with individual and group counseling sessions, as needed, in order to maintain and improve positive school climates.</td>
<td>Students will continue to be provided with individual and group counseling sessions, as needed, in order to maintain and improve positive school climates.</td>
<td>Students will continue to be provided with individual and group counseling sessions, as needed, in order to maintain and improve positive school climates.</td>
</tr>
<tr>
<td><strong>Teacher lesson plans &amp; Principal observations showing BEST, Second Step &amp; Tool Box implemented all schools</strong></td>
<td>The BEST program delivered by school administrators and teachers is implemented in all classrooms. Second Step &amp; Tool Box are implemented in all classrooms by District teachers with the support of school counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5%.</td>
<td>The BEST program will continue to be delivered by school administrators and teachers is implemented in all classrooms. Second Step &amp; Tool Box will also be implemented in all classrooms by District teachers with the support of school counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5%.</td>
<td>The BEST program will continue to be delivered by school administrators and teachers is implemented in all classrooms. Second Step &amp; Tool Box will also be implemented in all classrooms by District teachers with the support of school counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5%.</td>
<td>The BEST program will continue to be delivered by school administrators and teachers is implemented in all classrooms. Second Step &amp; Tool Box will also be implemented in all classrooms by District teachers with the support of school counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5%.</td>
</tr>
<tr>
<td><strong>Suspension &amp; expulsion rates maintained by District Office</strong></td>
<td>There were no student expulsions. The suspension rate increased by 5%.</td>
<td>Expulsions will continue to remain at zero. The suspension rate will be reduced by 2%.</td>
<td>Expulsions will continue to remain at zero. The suspension rate will be reduced by 2%.</td>
<td>Expulsions will continue to remain at zero. The suspension rate will be reduced by 2%.</td>
</tr>
<tr>
<td><strong>School attendance rates maintained by District Office</strong></td>
<td>The school/district attendance rates was 96%. Chronic Absenteeism was 11.14%</td>
<td>Continue to maintain attendance rates at 96% or better. Lower Chronic Absenteeism rate to 10.8%</td>
<td>Continue to maintain attendance rates at 96% or better. Continue to lower Chronic Absenteeism rate to 10.5%</td>
<td>Continue to maintain attendance rates at 96% or better. Continue to lower Chronic Absenteeism rate to 10.3%</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
</tr>
</thead>
</table>

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

- **Students to be Served**: X All, ☐ Students with Disabilities, ☐ [Specific Student Group(s)]
- **Location(s)**: X 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, X Modified, Unchanged
- **2018-19**
  - ☐ New, Modified, X Unchanged
- **2019-20**
  - ☐ New, Modified, X Unchanged

Established Behavioral Goals through the BEST program will be maintained at each school.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>Included Goal #3 Action 3</td>
<td>Included Goal #3 Action 3</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Included Goal #3 Action 3</td>
<td>Included Goal #3 Action 3</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th><strong>Students to be Served</strong></th>
<th>X All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location(s)</strong></td>
<td>X All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th><strong>Students to be Served</strong></th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>☐ LEA-wide Group(s)</td>
<td>☐ Schoolwide</td>
<td>☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>☐ All schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☐ New</td>
<td>☐ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ X Unchanged</td>
<td>☐ X Unchanged</td>
<td>☐ X Unchanged</td>
</tr>
</tbody>
</table>

The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$49,383 + benefits</td>
<td>$50,247 + benefits</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0000-7150-2400-190-7120.</td>
<td>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0000-7150-2400-190-7120.</td>
</tr>
</tbody>
</table>

---

**Action 3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X English Learners</th>
<th>X Foster Youth</th>
<th>X Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>LEA-wide</td>
<td>Schoolwide</td>
<td>OR X Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☑ Modified</td>
<td>☐ Unchanged</td>
</tr>
<tr>
<td>☐ New</td>
<td>☑ Modified</td>
<td>☐ Unchanged</td>
</tr>
<tr>
<td>☐ New</td>
<td>☑ Modified</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

Positive school-wide behavior support systems emphasizing counseling services will continue to be implemented to promote a safe school environment with emphasis on specific student groups.

BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$61,255, $3,000, $2,506</td>
<td>$62,327, $3,000, $2,506</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Counselor: 01-0000-1110-3110-1200-3<strong>1xxxx-121-COUN $64,381 01-0000-1110-3110-4310-121-COUN $3,000 (supplies) Interns: 01-0000-1110-2230-3</strong>2-121-COUN $2,506</td>
<td>Counselor: 01-0000-1110-3110-1200-3<strong>1xxxx-121-COUN $62,327 01-0000-1110-3110-4310-121-COUN $3,000 (supplies) Interns: 01-0000-1110-2230-3</strong>2-121-COUN $2,506</td>
</tr>
</tbody>
</table>

| Budget Reference | Counselor: 01-0000-1110-3110-1200-3**1xxxx-121-COUN $64,381 01-0000-1110-3110-4310-121-COUN $3,000 (supplies) Interns: 01-0000-1110-2230-3**2-121-COUN $2,506 | Counselor: 01-0000-1110-3110-1200-3**1xxxx-121-COUN $62,327 01-0000-1110-3110-4310-121-COUN $3,000 (supplies) Interns: 01-0000-1110-2230-3**2-121-COUN $2,506 | Counselor: 01-0000-1110-1200-3**1xxxx-121-COUN $63,418 01-0000-1110-3110-4310-121-COUN $3,000 (supplies) Interns: 01-0000-1110-2230-3**2-121-COUN $2,506 |
## Action 4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>Specific Schools:_________</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>Specific Schools:_________</td>
<td>Specific Grade spans:_________</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

#### 2017-18

- [ ] New
- [X] Modified
- [ ] Unchanged

- BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.

#### 2018-19

- [ ] New
- [ ] Modified
- [X] Unchanged

- BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.

#### 2019-20

- [ ] New
- [ ] Modified
- [X] Unchanged

- BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.

### BUDGETED EXPENDITURES

#### 2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Actions 1 &amp; 3 above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Supplemental, LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Included in above</td>
</tr>
</tbody>
</table>

#### 2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Actions 1 &amp; 3 above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Supplemental, LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Included in above</td>
</tr>
</tbody>
</table>

#### 2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>Included in Actions 1 &amp; 3 above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Supplemental, LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Included in above</td>
</tr>
</tbody>
</table>
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>□ Specific Schools: ___________</td>
<td>□ Specific Grade spans: ___________</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ LEA-wide</td>
<td>□ Schoolwide</td>
<td><strong>OR</strong> □ Limited to Unduplicated Student Group(s)</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

#### 2017-18

- New
- Modified
- X Unchanged

Zones of Regulation will continue to be used in all special education classes.

#### 2018-19

- New
- Modified
- X Unchanged

Zones of Regulation will continue to be used in all special education classes.

#### 2019-20

- New
- Modified
- X Unchanged

Zones of Regulation will continue to be used in all special education classes.

### BUDGETED EXPENDITURES

#### 2017-18

- Amount: Included in Actions 1 & 3 above
- Source: Supplemented, LCFF
- Budget Reference: Included in above

#### 2018-19

- Amount: Included in Actions 1 & 3 above
- Source: Supplemented, LCFF
- Budget Reference: Included in above

#### 2019-20

- Amount: Included in Actions 1 & 3 above
- Source: Supplemented, LCFF
- Budget Reference: Included in above
**Action 6**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>[Students with Disabilities]</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>[Specific Schools:]</td>
<td>[Specific Grade spans:]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>[English Learners]</th>
<th>[Foster Youth]</th>
<th>[Low Income]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>LEA-wide</td>
<td>Schoolwide</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>[Specific Schools:]</td>
<td>[Specific Grade spans:]</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>New</td>
<td>New</td>
</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
<tr>
<td>X Unchanged</td>
<td>X Unchanged</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

Suspension and Expulsion data will be maintained by the District Office as documented on the SARC.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Included in Action 2 above</td>
<td>Included in Action 2 above</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Included in above</td>
<td>Included in above</td>
</tr>
<tr>
<td>Action</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
<td>All</td>
<td>☐ Students with Disabilities</td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>All schools</td>
<td>☐ Specific Schools:</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
<td>☐ English Learners</td>
<td>X Foster Youth</td>
</tr>
<tr>
<td><strong>Scope of Services</strong></td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td>X All schools</td>
<td>☐ Specific Schools:</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New</td>
<td>☐ Modified</td>
<td>X Unchanged</td>
</tr>
<tr>
<td>☐ New</td>
<td>☐ Modified</td>
<td>X Unchanged</td>
</tr>
<tr>
<td>☐ New</td>
<td>☐ Modified</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

The District will continue to support the National School Lunch Program as documented in the Nutri-Kids system.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$45,000</td>
<td>$45,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>01-0000-0-0000-9300-7616-120-SUPP</td>
<td>01-0000-0-0000-9300-7616-120-SUPP</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

**2017-18**

- [X] New  
- [ ] Modified  
- [ ] Unchanged

**2018-19**

- [X] New  
- [ ] Modified  
- [ ] Unchanged

**2019-20**

- [X] New  
- [ ] Modified  
- [ ] Unchanged

Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers providing students access to a standards-based curriculum. Teacher qualifications will be documented in the District Certificated Database.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Included in Goal 2, Action 1</td>
<td>Included in above</td>
<td>Included in above</td>
</tr>
<tr>
<td>2018-19</td>
<td>Included in Goal 2, Action 1</td>
<td>Included in above</td>
<td>Included in above</td>
</tr>
<tr>
<td>2019-20</td>
<td>Included in Goal 2, Action 1</td>
<td>Included in above</td>
<td>Included in above</td>
</tr>
</tbody>
</table>
### Action 9

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>□ Students with Disabilities</th>
<th>X [Specific Student Group(s)] Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>X Specific Schools: Mark West &amp; San Miguel</td>
<td>□ Specific Grade spans:______________</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide</td>
<td>X Schoolwide</td>
<td>OR □ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:______________</td>
<td>□ Specific Grade spans:______________</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

**2017-18**

1. □ New  □ Modified  X Unchanged

   Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.

**2018-19**

1. □ New  □ Modified  X Unchanged

   Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.

**2019-20**

1. □ New  □ Modified  X Unchanged

   Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.

### BUDGETED EXPENDITURES

**2017-18**

| Amount | $259,970 |
| Source | Title One |
| Budget Reference | Resource 3010, school 121 = $130,825, 122 = $86,798, 120/190 = $42,347 |

**2018-19**

| Amount | $264,519 |
| Source | Title One |
| Budget Reference | Resource 3010, school 121 = $133,114, 122 = $88,317, 120/190 = $43,088 |

**2019-20**

| Amount | $268,716 |
| Source | Title One |
| Budget Reference | Resource 3010, school 121 = $135,443, 122 = $89,862, 120/190 = $43,411 |
**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: Riebli | Specific Grade spans: |

**OR**

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

| Students to be Served | X English Learners | X Foster Youth | X Low Income | Scope of Services | LEA-wide | Schoolwide | OR | X Limited to Unduplicated Student Group(s) | Location(s) | All schools | X Specific Schools: John B. Riebli | Specific Grade spans: |

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] New</td>
<td>[ ] Modified</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

Riebli students will be supported by a .50 FTE District funded reading teacher.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>Fund 03, management READ</td>
<td>Budget Reference</td>
</tr>
</tbody>
</table>
### 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**
- X LEA-wide
- ☐ Schoolwide
- ☐ Limited to Unduplicated Student Group(s)

**Location(s)**
- X All schools
- ☐ Specific Schools: ____________
- ☐ Specific Grade spans: ____________

### ACTIONS/SERVICES

#### 2017-18

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>X Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>X</td>
</tr>
</tbody>
</table>

Low Income and Foster Youth students will be given priority for instructional support programs, including student tutorials before and after school, and summer school, as documented in student attendance logs. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day.

#### 2018-19

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>X Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>X</td>
</tr>
</tbody>
</table>

Low Income and Foster Youth students will be given priority for instructional support programs, including student tutorials before and after school, and summer school, as documented in student attendance logs. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day.

#### 2019-20

<table>
<thead>
<tr>
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<th>Modified</th>
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</thead>
<tbody>
<tr>
<td>☐</td>
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<td>X</td>
</tr>
</tbody>
</table>

Low Income and Foster Youth students will be given priority for instructional support programs, including student tutorials before and after school, and summer school, as documented in student attendance logs. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day.

### BUDGETED EXPENDITURES

#### 2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
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</tr>
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<tbody>
<tr>
<td>See Action 12 below</td>
<td>Included below</td>
<td>See below</td>
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</table>

#### 2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
<td>See Action 12 below</td>
<td>Included below</td>
<td>See below</td>
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#### 2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Action 12 below</td>
<td>Included below</td>
<td>See below</td>
</tr>
</tbody>
</table>
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)] □
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools □ Specific Schools: □ Specific Grade spans: □</td>
</tr>
</tbody>
</table>

OR

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

| Students to be Served | X English Learners X Foster Youth X Low Income
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide □ Schoolwide OR □ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>X All schools □ Specific Schools: □ Specific Grade spans: □</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
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<th>2019-20</th>
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<td>□ Modified</td>
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<td>□ Modified</td>
</tr>
<tr>
<td>X Unchanged</td>
<td>X Unchanged</td>
<td>X Unchanged</td>
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</tbody>
</table>

During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide 30 minutes of targeted instruction to support the academic growth of unduplicated students 4 days per week (~5.3% of time). Instructional Assistants will continue to provide support in the Blended Services (RTI) model.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$120,550</td>
<td>$122,659</td>
<td>$124,806</td>
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<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>Supplmental</td>
<td>Supplmental</td>
<td>Supplmental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>Fund 01, resource 0000/1400 objects 1100/3xx1, school 121, management 0100 total $1.746m x 5.3% or $92,538, Instructional Assistants: resource 0000, obj 2***/3**2, management SUPP $28,012 for Unduplicated.</td>
<td>Fund 01, resource 0000/1400 objects 1100/3xx1, school 121, management 0100 total $1.777m x 5.3% or $94,157, Instructional Assistants: resource 0000, obj 2***/3**2, school 121, management SUPP $28,502 for Unduplicated.</td>
<td>Fund 01, resource 0000/1400 objects 1100/3xx1, school 121, management 0100 total $1.808m x 5.3% or $95,805, Instructional Assistants: resource 0000, obj 2***/3**2, school 121, management SUPP $29,001 for Unduplicated.</td>
</tr>
</tbody>
</table>
### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:_________________</td>
<td>□ Specific Grade spans:_________________</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X English Learners</th>
<th>X Foster Youth</th>
<th>X Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:_________________</td>
<td>□ Specific Grade spans:_________________</td>
</tr>
</tbody>
</table>

**Scope of Services**

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

### ACTIONS/SERVICES

**2017-18**

- □ New
- □ Modified
- X Unchanged

- An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP’s. Summer School will also be provided during the summer of 2017.

**2018-19**

- □ New
- □ Modified
- X Unchanged

- An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP’s. Summer School will also be provided during the summer of 2017.

**2019-20**

- □ New
- □ Modified
- X Unchanged

- An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP’s. Summer School will also be provided during the summer of 2017.

### BUDGETED EXPENDITURES

**2017-18**

- Amount: $192,481
- Source: Supplemental

**2018-19**

- Amount: $195,236
- Source: Supplemental

**2019-20**

- Amount: $198,041
- Source: Supplemental
<table>
<thead>
<tr>
<th>Action</th>
<th>14</th>
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</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>☐ Students with Disabilities</th>
<th>☐ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>☐ Specific Schools: __________</td>
<td>☐ Specific Grade spans: __________</td>
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</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ LEA-wide Group(s)</td>
<td>☐ Schoolwide</td>
<td>OR ☐ Limited to Unduplicated Student</td>
</tr>
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</table>

#### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

- All school 120, 121 for additional support: Special Ed teacher (this is 48% of time) salary/benefits-RSP-Res 6500, function 1120, objects 1xxx,3xx1, mgmt. SUPP: $47,325, obj. Res. 3310, function 1120, 2xxx,3xx2, mgmt. SUPP: $20,828 (IA 100% of time). SDC-resource 6500, function 1120, obj. 1xxx,3xx1, mgmt. SUPP: $32,826 (50% time), Res. 3310, function 1110, obj. 2xxx,3xx2, mgmt.. SUPP: $39,833 (IA 100% time). Speech res. 6500, function 3150, obj. 1xxx,3xx1, mgmt. SUPP: $16,961 (25% time)

Other Interventions (including summer session): school 444 Management codes: BLND: $0, SITE: $35,000. (includes summer school)
The Counseling program will provide additional intervention support for individual and group counseling sessions, as well as parental consultations, as documented by Counselor caseloads and service notes.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>In Goal # 3 Action 14</td>
<td>Supplemental</td>
<td>All management code COUN above</td>
</tr>
<tr>
<td>2018-19</td>
<td>In Goal # 3 Action 14</td>
<td>Supplemental</td>
<td>All management code COUN above</td>
</tr>
<tr>
<td>2019-20</td>
<td>In Goal # 3 Action 14</td>
<td>Supplemental</td>
<td>All management code COUN above</td>
</tr>
</tbody>
</table>

Action 15

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

- Students to be Served: All
- Location(s): All schools

OR

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

- Students to be Served: X English Learners, X Foster Youth, X Low Income
- Scope of Services: OR X Limited to Unduplicated Student Group(s)
- Location(s): X All schools

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td>2018-19</td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
<tr>
<td>2019-20</td>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>
The District will continue to provide an additional .4 FTE Psychologist support as documented in the payroll department.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$22,809</td>
<td>Supplemental</td>
<td>01-6500-5770-3110-xxxx-120-SUPP $68,496 x 1/3 for each school site</td>
</tr>
<tr>
<td>2018-19</td>
<td>$23,208</td>
<td>Supplemental</td>
<td>01-6500-5770-3110-xxxx-120-SUPP $69,695 x 1/3 for each school site</td>
</tr>
<tr>
<td>2019-20</td>
<td>$23,615</td>
<td>Supplemental</td>
<td>01-6500-5770-3110-xxxx-120-SUPP $70,915 x 1/3 for each school site</td>
</tr>
</tbody>
</table>

**Action** 16

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

- **Students to be Served**: All
- **Location(s)**: All schools
- **Scope of Services**: LEA-wide
- **Specific Grade spans**: ________________

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

- **Students to be Served**: X English Learners, X Foster Youth, X Low Income
- **Location(s)**: X All schools
- **Scope of Services**: LEA-wide
- **Specific Grade spans**: ________________

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
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<tbody>
<tr>
<td>2017-18</td>
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</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

An increase of .2 FTE in School Nurse time, as documented in the payroll department, will be maintained in order to serve unduplicated students in order to work with small groups and individual families for health.
families for health services and provide access to additional resources for the physical and emotional well-being of the these students.

for health services and provide access to additional resources for the physical and emotional well-being of the these students.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$17,899</td>
<td>$18,212</td>
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<td>Source</td>
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<td>Supplemental</td>
<td>Supplemental</td>
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<td>01-0000-1110-3140-xxxx-121-SUPP</td>
<td>01-0000-1110-3140-xxxx-121-SUPP</td>
<td>01-0000-1110-3140-xxxx-121-SUPP</td>
</tr>
</tbody>
</table>

**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**: X English Learners □ Foster Youth □ Low Income
- **Scope of Services**: □ LEA-wide □ Schoolwide OR □ X Limited to Unduplicated Student Group(s)
- **Location(s)**: X □ All schools □ Specific Schools: _____________________ □ Specific Grade spans: _____________________

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td>□ New □ Modified □ Unchanged</td>
<td>□ New □ Modified □ Unchanged</td>
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</tbody>
</table>

**English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instructional strategies, as documented in the District**

**English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instructional strategies, as documented**

**English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instructional strategies,**
<table>
<thead>
<tr>
<th>Students to be Served</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X English Learners</td>
<td>X All schools</td>
</tr>
<tr>
<td>X Foster Youth</td>
<td>□ Specific Schools: __________________________</td>
</tr>
<tr>
<td>X Low Income</td>
<td>□ Specific Grade spans: ______________________</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X LEA-wide Group(s)</td>
<td>X All schools</td>
</tr>
<tr>
<td>□ Schoolwide</td>
<td>□ Specific Grade spans: ______________________</td>
</tr>
<tr>
<td>□ Limited to Unduplicated Student</td>
<td>□ Specific Grade spans: ______________________</td>
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**ACTIONS/SERVICES**

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<tr>
<td>X Unchanged</td>
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</tbody>
</table>
ELL and RFEP students will be given priority for instructional support programs, including student tutorials, before and after school, and reading teacher support, summer school and Blended Services (RTI) during the school day, as documented by student attendance logs.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 19</strong></td>
<td><strong>Goal #2 Action 11</strong>&lt;br&gt;Goal #3 Action 12 and 13</td>
<td><strong>Goal #2 Action 11</strong>&lt;br&gt;Goal #3 Action 12 and 13</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td><strong>Source</strong>&lt;br&gt;Supplemental</td>
<td><strong>Source</strong>&lt;br&gt;Supplemental</td>
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<td><strong>Budget Reference</strong>&lt;br&gt;Included in above</td>
<td><strong>Budget Reference</strong>&lt;br&gt;Included in above</td>
<td><strong>Budget Reference</strong>&lt;br&gt;Included in above</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All schools</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Specific Schools:__________________</td>
</tr>
<tr>
<td>[Specific Student Group(s)]</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X English Learners</td>
<td>LEA-wide</td>
<td>X All schools</td>
</tr>
<tr>
<td>□ Foster Youth</td>
<td>Schoolwide</td>
<td>Specific Schools:__________________</td>
</tr>
<tr>
<td>□ Low Income</td>
<td>OR</td>
<td>Specific Grade spans:__________________</td>
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### ACTIONS/SERVICES

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<tr>
<td>□ New</td>
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<td>□ Unchanged</td>
</tr>
</tbody>
</table>
In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with more in-depth professional development intended to address language acquisition and provide teachers with appropriate instructional strategies, as documented by Professional Development logs.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Goal #2 Action 11</th>
<th>Goal #3 Action 12 and 13</th>
<th>Goal #2 Action 11</th>
<th>Goal #3 Action 12 and 13</th>
<th>Goal #2 Action 11</th>
<th>Goal #3 Action 12 and 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td></td>
<td>Supplemental</td>
<td></td>
<td>Supplemental</td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Included in above</td>
<td></td>
<td>Included in above</td>
<td></td>
<td>Included in above</td>
<td></td>
</tr>
</tbody>
</table>

**Action 20**

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

- **Students to be Served**: X All, □ Students with Disabilities, □ [Specific Student Group(s)]
- **Location(s)**: X 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 Group(s)
- **Location(s)**: □ All schools, □ Specific Schools: __________________, □ Specific Grade spans: __________________
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at all sites to ensure full access to a Common Core Standards based curriculum, as documented by school and class schedules.

**Goal 4**

Each school will establish parent training and informational events and/or activities.

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

- State: 1, 2, 3, 4, 5, 6, 7, 8
- COE: 9, 10
- Local: 

**Identified Need**

Students need parents who are involved and committed to their children’s academic, physical and emotional growth. Moreover, parents of unduplicated students and parents of students with disabilities need to be informed and involved with school. Parent comments during parent/teacher conferences, as well as during formal and informal consultations, indicate a desire by parents to be well informed and involved in their children’s education. Parent participation logs and a parent survey will be developed and maintained by principals.

**Metrics/Indicators**

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School maintained logs of parental participation. School logs indicated that 80% of parents participated in at least one of the 3 major activities Back To School Night, Open House, and Science Fair during the 2016-17 school year. Schools maintained logs will indicate a 2% increase in parent participation in the major events. Schools maintained logs will indicate a 2% increase in parent participation in the major events.
### 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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>X All</th>
<th>□ Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>X All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
<td></td>
</tr>
</tbody>
</table>

#### OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ English Learners</th>
<th>□ Foster Youth</th>
<th>□ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>□ LEA-wide Group(s)</td>
<td>□ Schoolwide</td>
<td>□ Limited to Unduplicated Student</td>
</tr>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New</td>
<td>□ Modified</td>
<td>X Unchanged</td>
</tr>
</tbody>
</table>

After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,844</td>
<td>$2,844</td>
</tr>
<tr>
<td>Source</td>
<td>Title III</td>
<td>Title III</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>X 2017–18</th>
<th>□ 2018–19</th>
<th>□ 2019–20</th>
</tr>
</thead>
</table>

**Estimated Supplemental and Concentration Grant Funds:** $350,447

**Percentage to Increase or Improve Services:** 10.66%

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

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

The District’s Professional Development Committee (Teachers, Administrators and Consultant Tanya Ward Singer) working after the school day and/or during teacher release time, will establish needed professional development and a site level instructional model that will more fully integrated EL students within the core curriculum. One major aspect of the instructional model will be the realignment of EL instruction to move from a segregated model to an integrated model of instruction. The committee will also review social/emotional support for targeted students to ensure that Best Practices are in place and identify any needed modifications. Based upon current research from a study from the Oakland, CA based Education Trust West, the greatest impact on student learning for unduplicated students is best achieved through an integrated educational model, the Mark West District will provide the support following these guidelines for our unduplicated students.

Low Income and Foster Youth students are given priority for instructional support programs. These students received tutorial support from classroom teachers outside of the regular instructional day. These students also received additional support during an second block of targeted instruction (30 minutes, 4 days a week) utilizing the RtI model. These students, along with EL and RFEP students, given priority for instructional support programs, which include before and after school tutorials and reading teacher support. Low Income, Foster Youth, EL and RFEP students are also given priority for before and after school student tutorials and summer school. Based upon current research, which includes the following: Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model by Sharon Davis Bianco, Response to Intervention by Renée Bradley, Louis Danielson, Jennifer Doolittle and Feasibility and Consequences of Response to Intervention: Examination of the Issues and Scientific Evidence as a Model for the Identification of Individuals with Learning Disabilities by Margo A. Mastropieri Thomas E. Scruggs, the Mark West District will continue to implement the RtI model.

A Full Time Counselor was hired to assist this student population and create a support program districtwide using interns. An emphasis on positive school-wide behavior support systems is provided by counseling which were implemented to promote a safe school environment with a focus on targeted student groups. Our Psychologist has also been increased from .50 fte to 1.0 fte to assist the identified unduplicated pupil count population. These supports are based upon the study provided in Meeting the Challenges Together: School Counselors Collaborating With Students and Families With Low Income byTim Grothaus and Rebekah Cole.

A Project Based Learning Support Teacher provides additional support with technology integration for Low Income, Foster Youth, EL and RFEP students, which is based on Learning From Teaching: Exploring the Relationship Between Reform Curriculum and Equity by Jo Boaler, Stanford University.
Additional School Nurse time (.20 FTE), is provided in order to serve unduplicated students in order to work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the these students, which is based upon study “Improving Education through Wellness” conducted by Health in Mind research team.

The End
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.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

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

When developing the LCAP, 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.
  
  o 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 its goals for English learners, low income students and foster youth, in the state and any local priorities.

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. 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).

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 meet the requirements 5 CCR Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016