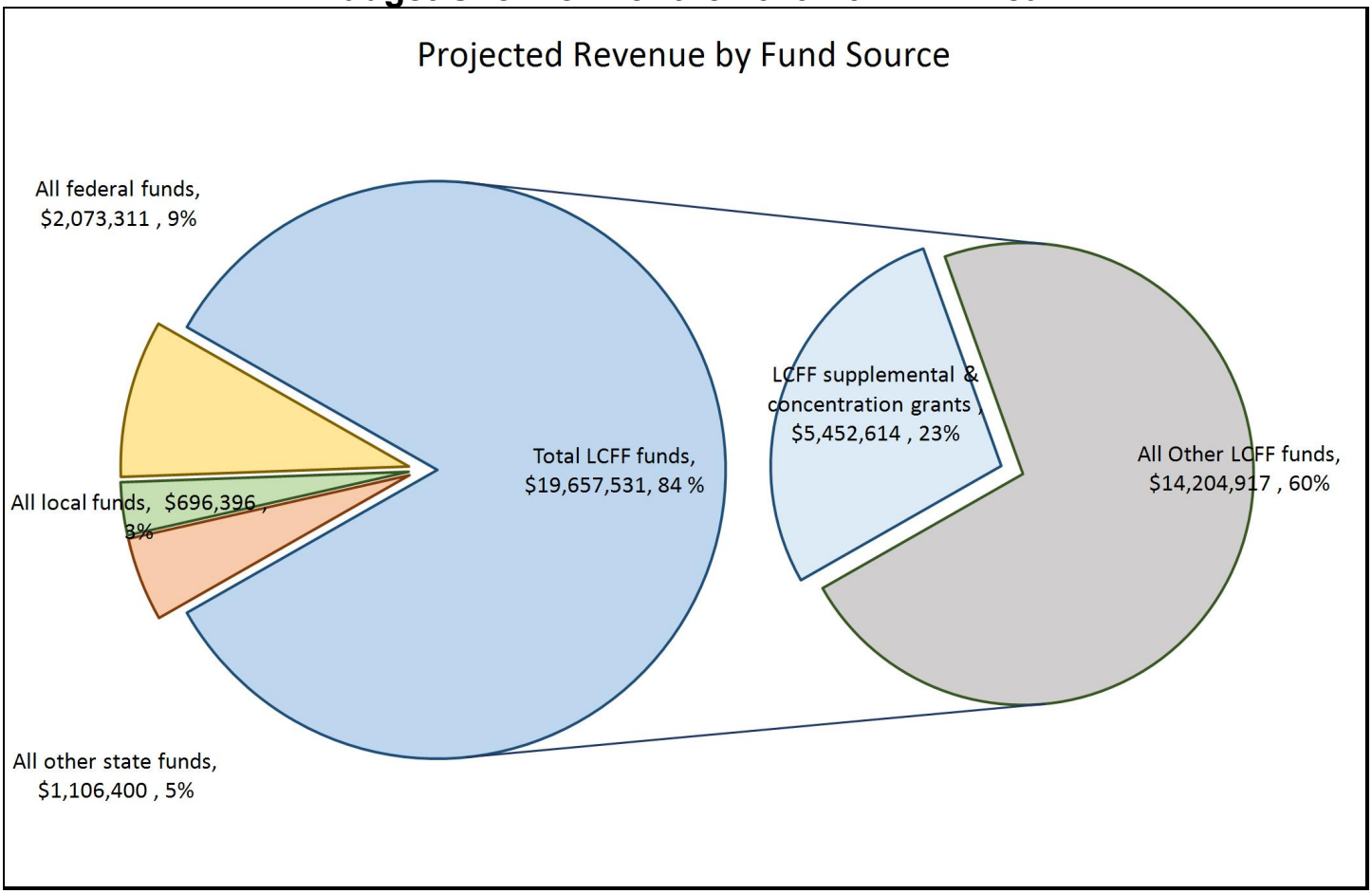
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Plains Unified School District
CDS Code: 10-75234
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Andre Pecina, Assistant Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

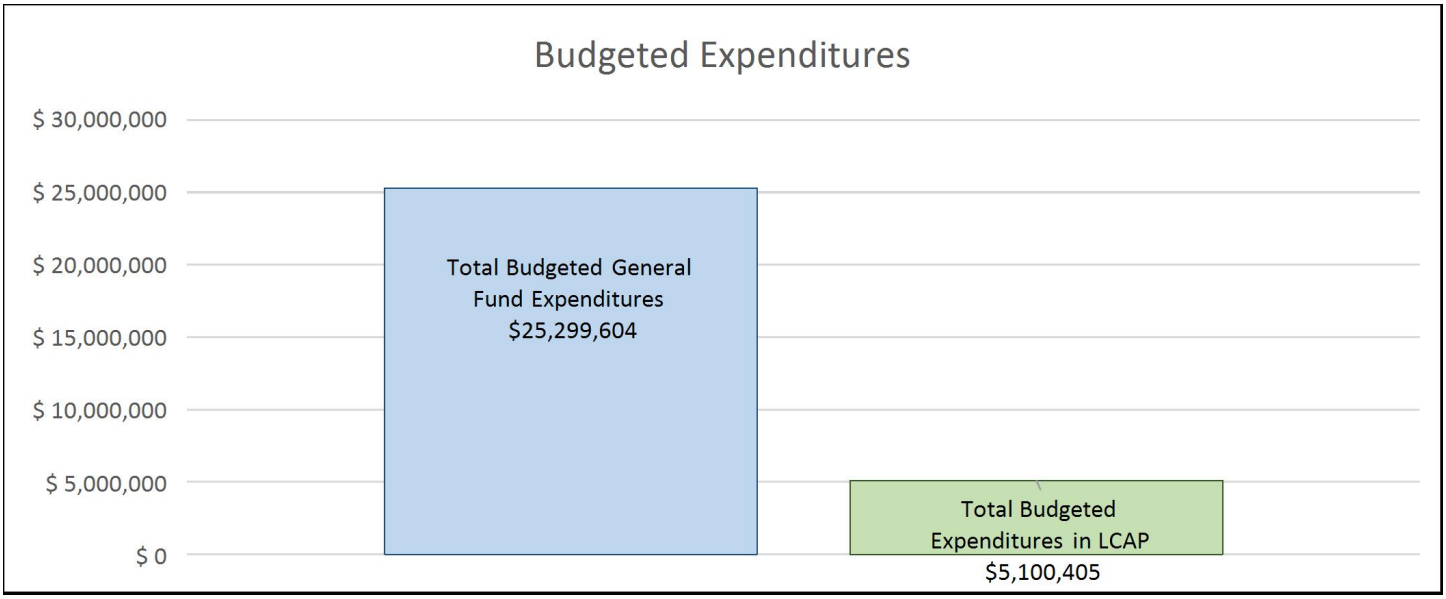


This chart shows the total general purpose revenue Golden Plains Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Golden Plains Unified School District is $23,533,638, of which $19,657,531 is Local Control Funding Formula (LCFF), $1,106,400 is other state funds, $696,396 is local funds, and $2,073,311 is federal funds. Of the $19,657,531 in LCFF Funds, $5,452,614 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Golden Plains Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

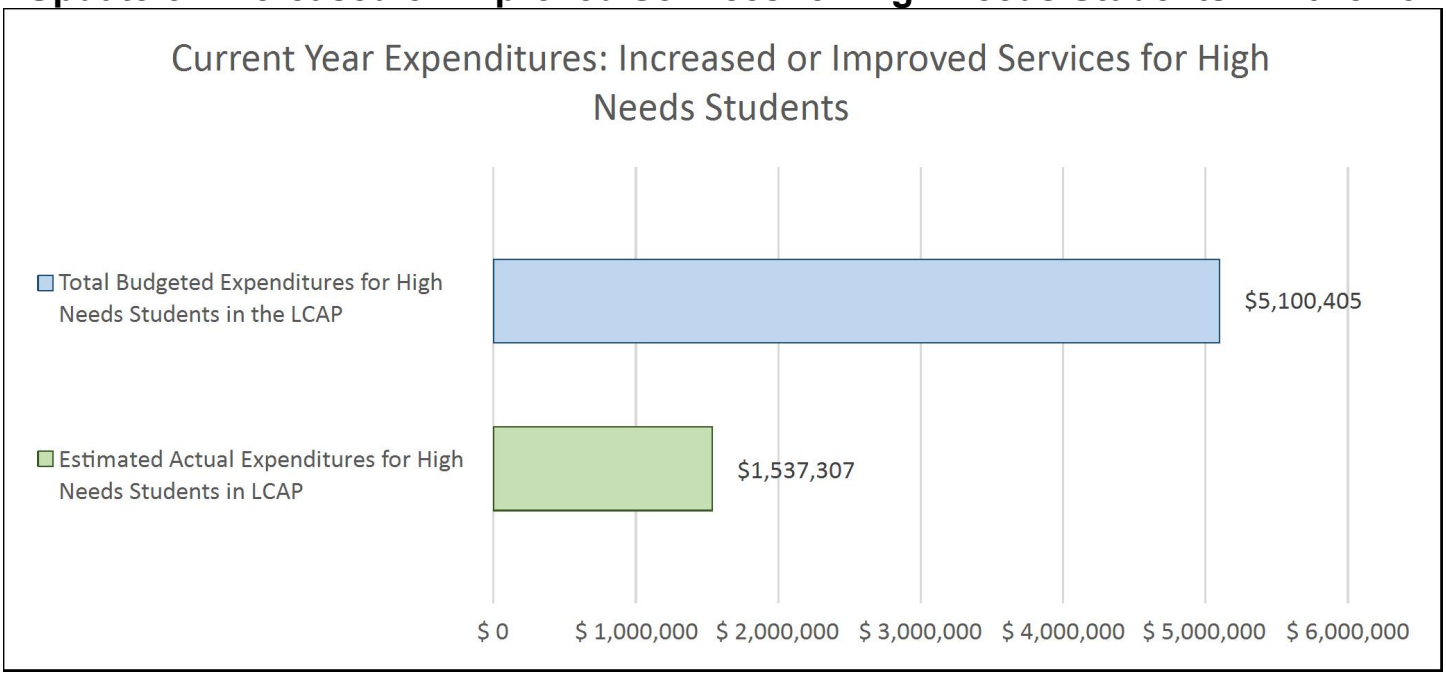
Golden Plains Unified School District plans to spend $25,299,604 for the 2019-20 school year. Of that amount, $5,100,405 is tied to actions/services in the LCAP and $20,199,199 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Golden Plains Unified School District is projecting it will receive $5,452,614 based on the enrollment of foster youth, English learner, and low-income students. Golden Plains Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Golden Plains Unified School District plans to spend $5,100,405 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Golden Plains Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Plains Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Golden Plains Unified School District's LCAP budgeted $5,100,405 for planned actions to increase or improve services for high needs students. Golden Plains Unified School District estimates that it will actually spend $1,537,307 for actions to increase or improve services for high needs students in 2018-19.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Golden Plains Unified School District	Andre Pecina Assistant Superintendent	apecina@gpusd.org (559) 693-1115

2017-20 Plan Summary

The Story

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

Golden Plains Unified School District is located on the westside of Fresno County. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (973); Helm (198); San Joaquin (4360); and Tranquility (1018). The District is made up of four K-8 schools (Cantua, Helm, San Joaquin, and Tranquillity Elementary), one high school (Tranquillity High School), and one continuation high school (Rio Del Rey). Golden Plains Unified School District has an enrollment of 1,649 students, with 54.9% English Learners, and 96% Free/Reduced Lunch.

Golden Plains Unified School District is committed to providing high quality education to all students. Our staff provides a caring and compassionate environment as well as rigorous and challenging curriculum. Communication between parents, community, and school is imperative. The school calendar, upcoming events, staff e-mail addresses, sports schedules, updated grades for students, and many additional links to daily school activities can be accessed from the district website.

We are extremely excited about happenings at Golden Plains the past two four years, because we have partnered up with outside researchers and practitioners that bring additional resources and practices to the district, i.e. Sobrato Early Academic Language (SEAL) Model, California Learning and Language Innovation collaboration (CALLI/Stanford University). The English Language Arts and English Language Development Framework provides alignment of practices so that the home language and culture are nurtured and embraced while learning rigorous grade level content. This year we have embarked in conversations and planning to bring a TK-12 Seal of Biliteracy and Career & Technical Education Pathways to the district. We look forward to all stakeholder participation; feedback and input throughout this planning year to better meet the needs of all of our students as we prepare our students to be College and Career Ready.

LCAP Highlights

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

The key features of this year's LCAP are:

? Continued commitment to increasing academic achievement; providing safe and healthy schools; building positive culture and climate at all sites; and providing opportunities for career technical education and college course experiences.
? Providing ongoing professional development with an emphasis on English Language Arts, English Language Development, mathematics, and social emotional learning, including SEAL and ERWC.
? Commitment to providing up-to-date curriculum through a new adoption in History/Social Science.
? Continued commitment to parent engagement.
? Continued commitment to maintaining quality facilities.

The district is in its fourth year of implementation of the Sobrato Early Academic Language (SEAL) initiative for grades TK-5. Through this initiative, the district partners with SEAL and Coalinga-Huron Joint Unified School District to support teacher planning of units founded in both History/Social Science and Science standards. The district will continue to offer support to this initiative as it provides support for the 54.5% of English Learners and 88% of Ever-ELs in our classrooms.

Review of Performance

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

Greatest Progress

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, Golden Plains Unified is most proud of:

California School Dashboard

? Overall suspension rate decreased by 0.9% in 2018 from 2017. The district is working on ways to provide alternatives to suspension including the increase in social-emotional supports for students and parents.
? Homeless students were green in Chronic Absenteeism for 2018 with a decrease of 5.5% from 2017 (State average for 2018 was 19.4%). In 2019/20, the district will engage in deep learning around the success of its homeless students to understand
the root causes and scale through change ideas.
? The five-year graduation rate was 96.9%. English Learners, Foster Youth, and Students with Disabilities all surpassed the five-year rate. The district will engage in deep learning around these successful student groups and scale through change ideas.

Stakeholder Input

WE Survey Data

District Initiatives

? Expansion of dual immersion to kindergarten – second grade.
? Expansion of Sobrato Early Academic Language Model (SEAL) to kindergarten – fifth grade.
? Dual enrollment redevelopment for three pathways: general education, agricultural science certification, and health and human services certification.
? Partnership with the City of San Joaquin to provide internship opportunities for Tranquility High School students.
? Drug and alcohol abuse services for high school students.
? Increase student advocacy opportunities for students at San Joaquin and Tranquility Elementary and High School.

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

Greatest Needs

The district has been identified as being in Differentiated Assistance for the following areas:

Homeless Student Group: Mathematics & ELA (Academic Indicator) ; Suspension Rate Indicator
Students with Disabilities Student Group: Mathematics & ELA (Academic Indicator) ; Suspension Rate Indicator

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of stakeholder input, Golden Plains Unified has identified the following as greatest needs:

Academic Performance Indicators

? Overall, all five student groups indicated red on English Language Arts with an 85 points below standard and a 10 point decline from 2017.

? Four student groups (English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged) indicated red and Student with Disabilities indicated orange on mathematics with an 113.9 points below standard and a 13.9 point decline from 2017.
? The district is continuing to focus on investments in: teacher collaboration; job-embedded professional learning; increased formative assessments; differentiated supports for teachers; adoption supports; and academic supports for students (i.e., tutors, Saturday and summer academies, etc.).

In regards to Differentiated Assistance, the district has begun the process of conducting deep learning processes for both Homeless and Students with Disabilities to determine the root causes of their performance on the Academic Performance Indicators. Early deeper learning has identified key root causes including: lack of teacher development for the Special Education Student Accommodations and Modifications requirements; no direct support for homeless students at each site (i.e., academic counselor, etc.); and lack of data systems to monitor progress in real-time. In regards to the data systems, the district has partnered with Aeries to develop a set of Early Warning Systems focused on Homeless and Students with Disabilities to ensure no student is lost.

College and Career Indicator

? All three student groups (English Learners, Hispanic, and Socioeconomically Disadvantaged) indicated orange with 37.6% of students prepared and a 4.2% decline from 2017. 18.4% of English Learners were prepared with a 4.8% decline from 2017.
? The district is continuing to focus on investments in: same supports as academic performance indicators; data review for accurate data collection; refinement of acceleration courses including dual enrollment; career technical education pathways refinement; etc.

Chronic Absenteeism

? Overall, students indicated orange with 10.2% chronically absent with a 0.5% increase from 2017. Three student groups (Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged) indicated orange.
? The district is continuing to focus on investments in: attendance education for parents and students; positive reinforcements; counselor supports at all schools; early warning systems; professional learning for staff; internal attendance audits; School Attendance Review Board; development of multi-tiered system of supports; etc.

Graduation Rate

? English Learners indicated orange with an 89.5% rate and a 8.2% decline from 2017.
? The district is continuing to focus on investments in: same supports as academic performance indicators; early warning systems; leveraging partnerships with Fresno County Superintendent of Schools Migrant team and UC Merced's Center for Educational Partnerships; etc.

Suspension Rate

? Homeless (7.6%) and Students with Disabilities (9.6%) indicated red with each increasing 3% (H) and 6.2% (SWD) from 2017.
? The district is continuing to focus on investments in: identifying alternatives to suspension; staff development; Fresno County Superintendent of Schools Network Improvement Community; social emotional learning supports for students and families; early warning systems; development of multi-tiered system of supports; etc.

In regards to Differentiated Assistance, the district has begun the process of conducting deep learning processes for both Homeless and Students with Disabilities to determine the root causes of their performance on the Suspension Indicator. Early deeper learning has identified key root causes including: lack of teacher development for the Special Education Student Accommodations and Modifications requirements; no direct support for homeless students at each site (i.e., academic counselor, etc.); and lack of data systems to monitor progress in real-time.

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

Performance Gaps

? The suspension rate for all students is yellow (4.9%), but it is red for Homeless and Students with Disabilities. Homeless (7.6%) and Students with Disabilities (9.6%) indicated red with each increasing 3% (H) and 6.2% (SWD) from 2017.
? The district is continuing to focus on investments in: identifying alternatives to suspension; staff development; Fresno County Superintendent of Schools Network Improvement Community; social emotional learning supports for students and families; early warning systems; development of multi-tiered system of supports; etc.

Comprehensive Support and Improvement

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

Schools Identified

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

? Tranquility Elementary School
? Tranquility High School

Support for Identified Schools

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

Schools received support from the Student Services team including: Assistant Superintendent, Special Education Coordinator, Data Lead, and Student Services Supervisor. Each school was provided with the following: data sets to identify student and teacher needs; survey data from students, parents, and staff; and time to develop deeper learning cycles (PDSA).

School leaders met with the Student Services team to develop problems of practice, root cause analysis, and identify potential key drivers. In 2019-20, site leaders at both schools will begin to work on developing some change ideas based on their analysis. These change ideas are to be drafted in their 2019-20 School Plans for Student Achievement (SPSA), which are utilized to meet the requirements for the CSI plans.

Through the early analysis the following has been identified for both schools:

Student discipline processes needs to be reviewed and refined.

Teachers need assistance in classroom management.

Teachers need assistance in understanding the demands of the state standards.

Parents need to have barriers removed to allow for greater participation in their students' lives.

Both schools will receive CSI funds to invest in some of their change ideas. Throughout the process, stakeholders will be updated to ensure complete transparency of the learning. Principals have had training in Improvement Science and Design Thinking to ensure that they have the foundational knowledge of project management programs (PMP). Through this training, the two site leaders have begun to integrate principle elements into their work.

Monitoring and Evaluating Effectiveness

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

The Student Services team will work with each school to conduct annual action plans via their School Plans for Student Achievement (SPSA). Within the SPSA, the Student Services team will help site leaders develop shorter PDSA cycles (4-6 weeks) to monitor progress via predetermined milestones. Within each of these PDSA cycles, there will be two sets of metrics or key performance indicators (KPIs): summative (CDE Dashboard) and formative (i.e., formative assessments, SIS data, benchmarks, etc.).

The Student Services team will also help each school setup a monitoring tool via the SIS Aeries. This monitoring tool, or early warning system, will help site leaders measure real-time trends through student progress. Site leaders will work with their respective Instructional Leadership Teams to review data on a weekly basis. This will ensure that quick adjustments are made within the PDSA cycle to make an immediate impact.

Finally, each school will also participate in quarterly cycles of continuous improvement reviews to check the progress of the work. The goal is to have the site staff become thinkers and owners of the problems of practice and change ideas for each site.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students will demonstrate growth and achievement in English Language Arts and Mathematics; English Learners attaining English Language Proficiency will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress (K-12) **18-19** English Learner Progress will increase by a minimum of 0.5%. **Baseline** 2015-16 AMAO 1= 60.6%; AMAO 2 (less than 5 years)= 24.6%, (more than 5 years)=45.2% 2015-16 English Learner Reclassification rate= 11.8.%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Graduation Rate (9-12) **18-19**	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
Increase Overall Graduation rate by 1%. and or maintain (95% or higher) Increase English Learner Graduation rate by 1%. an or maintain (94% or higher) **Baseline** 2015-16 Graduation rate= 92.4% 2015-16 English Learner Graduation rate= 93.4%	
Metric/Indicator EAP % Pupils College/Career Ready **18-19** Increase 2% in English Language Arts & Mathematics **Baseline** English Language Arts/Literacy: Standard Exceeded 13% Standard Met 31% Mathematics: Standard Exceeded 10% Standard Met 31%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator State Assessments (SBAC) English Language Arts (3-8) and Mathematics (3-8) **18-19** 5 point increase towards meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups **Baseline** English Language Arts/Literacy: All Students= 83.5 points below level 3 English Learners= 85.9 points below 3 Students with Disabilities= 132.2 points below 3 Mathematics: All Students= 92.9 points below level 3 English Learners= 95.1 points below level 3	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
Students with Disabilities= 162.9 points below level 3	
Metric/Indicator Properly Credentialed, Misalignment, Vacancies **18-19** Highly Qualified Teacher/English Learner authorized certificated staff= 100% **Baseline** 2016-17 Highly Qualified Teacher/English Learner authorized certificated staff= 81%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator A-G % Pupils **18-19** Increase by 5%. **Baseline** 2015-16 A-G requirements met= 3%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator AP % Pupils 3 or higher **18-19** Increase by 2% Established Baseline in 2017-18 and it is 41% scored 3 or higher. **Baseline** Baseline will be established	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator CTE **18-19** Maintain 35% Particiaption **Baseline** 2015-16 Career Technical Education Participation 41.55%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Standards Implementation **18-19** 100% of Certificated Teachers will be trained in	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
CCSS Professional Development ELA/ELD Framework PD Content PD 100% Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs **Baseline** 100% of Certificated Teachers have been trained in CCSS Professional Development ELA/ELD Framework PD Content PD 83% of Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs	
Metric/Indicator Broad Course of Study **18-19** Elementary SEALClasses TK-5 Dual Immersion TK-1 ERWC offered in all 7-12 High Schools Add 2 ROP courses West Hills College/Dual Enrollment Add 1 new course **Baseline** Elementary SEALClasses not offered Dual Immersion not offered ERWC 7-12 ERWC offered in 12th grade only High Schools ROP and Honors added 4 ROP and 2 Honors courses West Hills College/Dual Enrollment- offered 1 course	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
Metric/Indicator Percent of Students that met or exceeded Physical Fitness Test 5th, 7th & 9th **18-19** Physical Fitness- increase 2% 5th 7th 9th **Baseline** Physical Fitness -overall met or exceeded standard 5th 69% 7th 73% 9th 93%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Standards Aligned Instructional Materials **18-19** Williams FIT Report Maintain No insufficiencies of materials **Baseline** Williams FIT Report No insufficiencies of materials	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and refine standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, ELD Programs for	The district provided the following actions: ELA adopted materials for TK-12 grades TK-2 books for SEAL	4000-4999: Books And Supplies LCFF 200,000	4000-4999: Books And Supplies 387,169

Tranquillity High School, i.e. Read 180 and English 3D, mathematics workbooks and textbooks, Expository Reading and Writing Course (ERWC) for grades 6-12 etc. Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations.	Fontas and Pinnell Guided Reading Assessment Through these investments, students and staff had access to Common Core aligned resources.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will focus on refinement of Instructional Practices based on evidence-based data analysis to drive instruction, as it pertains to our district initiatives (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment). Maintain three academic coaches for the SEAL Program TK-6 and two other academic coaches to support the instructional programs in grades 7-12, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Special	The district provided the following actions: 2 Instructional Coaches for SEAL and 2 Instructional Coaches to support grades 6-12 in ERWC. Professional development for SEAL, ERWC, CALLI, and Project-Based Learning Substitutes for SEAL teacher collaboration and planning days (X Total for 2018-19) Four hours per month for Professional Learning Communities. Through these investments, staff had access to instructional	Certificated Substitute Salaries for Professional Development leave time 5800: Professional/Consulting Services And Operating Expenditures LCFF 683,165	Travel for Professional Learning, Contracted Services, and Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $288,399 4 Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF $152,933 4 Instructional Coaches 3000-3999: Employee Benefits LCFF $60,743

Education teachers will continue to participate in the SEAL professional development with teachers in grades 2-3. The SEAL Model will be replicated in grades 4-5. Provide substitutes and extra time for unit planning. Monitor and refine Professional Learning Communities district-wide, i.e. school site, grade level, department, etc. focusing on "Best First Instruction" and "Best Practices," to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. The above programs support a broad course of study. Supplemental/Concentration funds will be used for professional development for paraprofessionals, both Regular Education and Special Education district-wide on Professional Learning Communities to accelerate Language and Literacy across all content areas. Through these actions the unduplicated students will see an increase on state and local assessments.	supports to reflect and collaborate on their pedagogy.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP	The district provided the following actions:	4000-4999: Books And Supplies LCFF 17,000	Travel for Conferences and Training, Contracts for Licences 5000-5999: Services And Other

Interim Assessments (CAASPP Portal) and state assessments (ELPAC, SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.	Release for staff to participate in ELPAC and CAASPP training. Provide data system licenses and contracts. Provide release time for staff to input data.		Operating Expenditures LCFF 15,861

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits. Continue staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills. Implement Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas.	The district provided the following actions: Music instruction for all students in grades 4-12. Health Science and Medical Technology instruction for students grades 9-12. Law, Public Safety, Corrections & Security instruction for students grades 9-12. Instructional aides to provide support to TK-12 classrooms in core subject areas. Maintain library access at all schools. Professional development on formative assessments through the current English Language Arts and mathematics adoptions to identify student needs.	1000-1999: Certificated Personnel Salaries LCFF 5,718,148 2000-2999: Classified Personnel Salaries LCFF 2,648,551 3000-3999: Employee Benefits LCFF 3,926,166	1000-1999: Certificated Personnel Salaries LCFF 359360 2000-2999: Classified Personnel Salaries LCFF 444828 3000-3999: Employee Benefits LCFF 321603

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities, to bring coherence through “Best First Instruction” as evidenced for example by SEAL, GLAD, ERWC, NPDL "New Pedagogies for Deep Learning", and Data Driven research-based Practices and Routines for our special populations, i.e. EL’s, Special Education students, and Foster Youth. An increase in salary and/or benefits for recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for increased and improved services will improve educational opportunities for our unduplicated students. Out of the 89 certificated teachers, only 72 are fully credentialed. The district is still in the process of negotiating the 2071-2018 salaries. It has been difficult to retain and hire high quality staff, because the district is located in a rural area. We want to	The district provided the following actions:	1000-1999: Certificated Personnel Salaries LCFF 1,689,687	1000-1999: Certificated Personnel Salaries LCFF 0

attract and retain the most qualified teachers, so that our historically under served population receives high quality instruction. In addition, staff has agreed to an additional 15 minutes of instructional time per day and one day of professional learning, which will increase educational learning opportunities. It is evident that making our district competitive will attract and attain qualified staff, that will increase unduplicated student outcomes.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition we will train Golden Plains Unified Staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. It is often difficult to attract qualified staff in this rural small district. Qualified teachers provide best first teaching and will increase achievement for unduplicated students on state and local assessments.	The district provided the following actions: Rebrand and market the district and its initiatives. Participated in recruitment fairs. Advertised open positions to recruit qualified teachers and staff.	4000-4999: Books And Supplies LCFF 15,000	4000-4999: Books And Supplies LCFF 22,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will monitor and refine a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent Long-Term English Learners, Project GLAD (Guided Language Acquisition Design) for grades 7-12, and English 3D for 9-12. The SEAL Model will be replicated in grades 4-6. The above programs support a broad course of study. Monitor and refine Reclassification Criteria for Special Education English Learner students. Through these actions the unduplicated students will see an increase on state and local assessments.	The district provided the following actions: Supplemental instructional materials for Dual Language Instruction and English Only SEAL classrooms. Reclassification supports to assist in records and data management.	4000-4999: Books And Supplies LCFF 184,640	Supplemental Instructional Materials 4000-4999: Books And Supplies LCFF 122,030
			Reclassification Supports 2000-2999: Classified Personnel Salaries LCFF 10000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need	The district provided the following actions:	5000-5999 Other Services and Operating Expenditures 4000-	5000-5999: Services And Other Operating Expenditures LCFF 335,166

the LEA will implement and refine Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, inclusive of EL's, Special Education students, and Foster Youth. Together the district's vision and mission will guide district and school practices, policies, and goal development, to increase student achievement that embraces the concepts of "closing the gap" as well as "raising the bar" for all students. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Through these actions the unduplicated students will see an increase on state and local assessments.		4999: Books And Supplies LCFF 369,895	

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress State Indicator. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas for English Learners and	The district provided the following actions: Substitutes to allow teachers to train and proctor ELPAC. ELPAC training opportunities.	2000-2999: Classified Personnel Salaries LCFF 10,000	Certificated Substitutes 1000-1999: Certificated Personnel Salaries LCFF 8000
			ELPAC Training 5000-5999: Services And Other Operating Expenditures LCFF 2000

Special Education English Learners. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry, and professional development.			

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning skills for classified and certificated staff, e.g. Google Platform, i.e. Google Docs, Google Classroom, etc. that will lead to Google Certification. Transition to adopting Google Platform for leveraging technology to enhance learning. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning. In doing so Golden Plains will be able to prepare its students for the rigorous demands of the 21st century. Thus increasing outcomes for unduplicated students.	The district provided the following actions: Technology support staff. Updated 4-5 year tablets. Professional development in robotics, Google Certification, adoption, etc. Internet access for all schools. Cyber security for all schools.	Book and supplies 4000-4999; services 5000-5999; classified salaries 2000-2999 LCFF 334,018	Books and Supplies 4000-4999: Books And Supplies LCFF 110000
			Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 80204
			Technology Staff Benefits 3000-3999: Employee Benefits LCFF 53819
			Technology-related Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 40613

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain and refine accelerated and enrichment-learning opportunities for students meeting and exceeding grade level standards or on track towards graduation, e.g. CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturday's. Refine New Pedagogies for Deep Learning NPLD Projects during the school year in grades 4-12. Through these actions the unduplicated students will see an increase on state and local assessments.”	The district provided the following actions: Credit recovery opportunities utilizing A-G online courses. Enhanced both advanced manufacturing and farm facilities for the Agriculture, Food & Natural Resources Career Cluster. Ivy League Project to support accelerated students with college counseling and leadership support. Books and licenses for access to college courses through West Hills Community College Coalinga. Books and supplies for Career Technical Education courses. Summer school opportunities for grades TK-5, 11, and 12.	Books and supplies; services; professional development 0001-0999: Unrestricted: Locally Defined LCFF 147,106	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 84116 Books and Supplies 4000-4999: Books And Supplies LCFF 55000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs maintaining a smaller teacher pupil ratio is beneficial and improves student outcomes. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Thus increasing outcomes for unduplicated students.	The district provided the following actions: Provide additional staff to lower class-sizes.	1000-1999: Certificated Personnel Salaries LCFF 1,065,295	Certificated Personnel 1000-1999: Certificated Personnel Salaries LCFF 830000
			Certificated Personnel 3000-3999: Employee Benefits LCFF 360000

Analysis

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

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

Golden Plains Unified School District (GPUSD) collaborated with all stakeholders to ensure actions and services were implemented for items aligned with the district's Goal 1. Included below are some notable implementation examples.

Literacy development for all students, including the 88% Ever-ELs, was a primary focus in grades TK-12 utilizing both SEAL (TK-5) and ERWC (6-12). Teachers were provided with a minimum of five full days of collaboration by grade-level to ensure that there was focused collaboration. Some teachers and coaches were able to travel to other districts to see how SEAL and ERWC were being implemented there. Furthermore, GPUSD continued with its collaboration with Coalinga-Huron Joint Unified School District in grades 4 and 5 for SEAL implementation.

In addition to the SEAL and ERWC focus, GPUSD adopted English Language Arts curriculum for grades TK-12. The SEAL classrooms received Benchmark Advance, while the ERWC classrooms received Springboard. Teachers for Benchmark Advance also received professional development for the new curriculum at the end of the 2018-19 school year.

Tranquillity High School's Agriculture, Food & Natural Resources Career Cluster received renovations in both the advanced manufacturing and farm student areas. These included: debris removal, infrastructure updates (i.e., plumbing, electrical, fencing, etc.), marketing support, and more. Students and teachers also met with district leadership in the development of a five-year plan which included forecasted costs. Over the summer, students and staff will continue to work on the various areas to ensure readiness for the 2019-20 school year.

GPUSD continues to provide smaller class sizes at all grade levels. For example, in grades 7-12, classes do not exceed 32 students. This provides for teachers to provide focused support on all students. Teachers were also giving 30 minutes every other Wednesday to collaborate in their learning communities. This allowed teachers to review student data (both quantitative and qualitative) to identify their next instructional moves.

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

GPUSD continues to see a high five-year graduation rate (96.9%). English Learners, Foster Youth, and Students with Disabilities all surpassed the five-year rate. There were also 11 seniors out of a class of 118 which received both a high school diploma and West Hills Community College Associate of Arts/Science.

English Learner Progress was also met with a growth of +1 (See data table Appendix X). This is attributed to the work in Literacy through SEAL and ERWC. As teachers focus on having students be immersed in utilizing academic language, students are being challenged to grow in English.

In regards to Tranquillity High School, students met both the Advanced Placement and Career Technical Education metrics. This year, teachers were tasked with aligning their pathways to industry standards. This work will continue in 2019-20.

There is still much work needed when it comes to overall student academic performance as measured by the CAASPP. Students in both English Language Arts and mathematics declined. For the 2019-20 school year, the focus will be on utilizing newly developed early warning systems to ensure no students are left without the proper supports.

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.

There will be no changes made to this goal, expected outcomes, metrics, or actions and services for the 2018-19 school year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Increase positive school climate with all stakeholders and build exemplary school and district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate **18-19** Increase attendance rate by 1% **Baseline** 15-16 Attendance rate: 93%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Chronic Absenteeism **18-19** Decrease in Chronic absenteeism by 1% points	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
Baseline 15-16 Chronic absenteeism: 11.7 %	
Metric/Indicator Suspension Rate **18-19** Decrease suspension rate by 1% **Baseline** 15-16 Suspension rate: 13.6%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Middle and High School Dropout Rate **18-19** Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 1% **Baseline** 15-16 Middle School dropout rate: 0% 15-16 High School dropout rate: 5.9%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Expulsion **18-19** Maintain expulsion rate at 0% **Baseline** 15-16 Expulsion rate: 0.1%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Facilities Maintained (FIT) **18-19** Maintain 100% of schools rated as “Overall Facility Conditions – Good.” **Baseline** 15-16 Overall Facility Conditions-Good Rating	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Local Climate Survey **18-19**	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
Local Climate Survey (WE Survey), increase 3% growth in the indicators Rigor, Relevance, and Relationships **Baseline** 15-16 Local Climate Survey (WE Survey) Rigor 73.5% Relevance 72.5% Relationships 74%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain attendance committees through MTSS process at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to contract with FCOE and Truancy Intervention Program. Utilize support staff, materials, supplies and attendance incentives to increase attendance rates. Through these actions the unduplicated students will see an increase on state and local assessments.	The district provided the following actions: Student incentives including: awards, medals, and field trips for attendance. Professional development for staff in regards to increasing student attendance. Parent and staff meetings to discuss truancy and chronic absenteeism.	5800: Professional/Consulting Services And Operating Expenditures LCFF 10,000	Attendance Incentives 4000-4999: Books And Supplies LCFF 5000
			Professional Development and Meetings 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including transition programs for Special Education students. Through these actions the unduplicated students will see an increase on state and local assessments.	The district provided the following actions: Materials and supplies for the following Career Technical Education programs: Agriculture, Food & Natural Resources Career Cluster; Arts, A/V Technology & Communications Career Cluster;Business, Management & Administration Career Cluster; Health Science Career Cluster; and Law, Public Safety, Corrections & Security Career Cluster.	4000-4999: Books And Supplies LCFF 18,000	CTE Materials and Supplies 4000-4999: Books And Supplies LCFF 18000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Through these	The district provided the following actions: 2 certificated academic counselors for all four K-8 schools and Rio del Rey High School. Counselors are to provide academic and social emotional supports for identified unduplicated students using newly developed early warning systems through our local school information system (SIS).	1000-1999: Certificated Personnel Salaries LCFF 246,906	Counselor Personnel Salaries 0001-0999: Unrestricted: Locally Defined LCFF 198379
			Counselor Personnel Benefits 3000-3999: Employee Benefits LCFF 71833

actions the unduplicated students will see an increase on state and local assessments.”			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
On-going facility maintenance, improvements, and beautification will help create a positive school environment. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will continue to conduct school site walk-throughs with MOT department.	The district provided the following actions:	2000-2999: Classified Personnel Salaries LCFF 231,726 4000-4999: Books And Supplies LCFF 104,798 5000-5999: Services And Other Operating Expenditures LCFF 300,000	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In a rural area such as Golden Plains, parental and community engagement is key to student success. The parents of our unduplicated students need support to engage in the educational process.We are striving to increase the number of stakeholders participating in school related activities to improve positive school climate, culture and student achievement. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey. These actions will	The district provided the following actions: School field trips to provide opportunities for students and parents to explore educational settings outside of Golden Plains Unified School District (GPUSD) including: sixth grade science camp; Fresno Chaffee Zoo; Scout Island; and more. School site activities including: Back-to-School and Open House; LCAP stakeholder meetings; and more.	4000-4999: Books And Supplies LCFF 110,000	Books and Supplies 4000-4999: Books And Supplies LCFF 30000 Field Trips, School Activities, etc. 5000-5999: Services And Other Operating Expenditures LCFF 80000

increase the number of parents of unduplicated students who are engaged at our school sites and will have a positive effect on student outcomes.	Gather stakeholder feedback through a variety of sources including: Google Forms and WE Survey.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment.In order to maintain a safe and positive school climate we will retain two Campus Monitor positions at THS. Additional supervision is key to maintaining safe schools and reducing and improving suspension rates. We will also retain five Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. We will provide Positive Behavior Training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems). The continuation of additional support will help improve school climate, culture, lower suspension rates and increase student performance.	The district provided the following actions: 7 Campus Monitors for all six school sites to lower student misbehaviors. Update security and safety resources including: cameras, radios, and alarm systems.	Classified salaries; supplies; equipment; services LCFF 215,965	Classified Personnel Salaries 2000-2999: Classified Personnel Salaries LCFF 143926
			Classified Personnel Benefits 3000-3999: Employee Benefits LCFF 72394
			Equipment and Services 5000-5999: Services And Other Operating Expenditures LCFF 40723

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to refine Positive Behavior Intervention Supports (PBIS) within the MTSS to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders and thus reduce suspension rate. Substitute costs, materials, and supplies. Continue to plan and implement Safe School Ambassadors Program at K-8 elementary schools. Through these actions the unduplicated students will see an increase on state and local assessments."	The district provided the following actions: Positive Behavior Intervention Supports (PBIS) incentive supplies for students. Implemented Anti-Bullying awareness campaign at Tranquillity Elementary using Second Step.	4000-4999: Books And Supplies LCFF 10,000	PBIS Materials and Supplies 4000-4999: Books And Supplies LCFF 10000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will continue to provide home to school transportation within the transportation boundaries for students to school related events (excludes cost of staff).	The district provided the following actions: District bus driver/custodian support to provide home to school transportation within the transportation boundaries for students to school related events.	Classified salaries; supplies; services 2000-2999: Classified Personnel Salaries LCFF 1,011,582	Bus Driver/Custodian Personnel Salaries 2000-2999: Classified Personnel Salaries LCFF 51874
			Bus Driver/Custodian Personnel Benefits 3000-3999: Employee Benefits LCFF 24212

Analysis

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

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

Golden Plains Unified School District (GPUSD) collaborated with all stakeholders to ensure actions and services were implemented for items aligned with the district's Goal 2. Included below are some notable implementation examples.

One of the main priorities of GPUSD is ensuring the each student feels safe on campus. To ensure that GPUSD takes a proactive approach, there were sizable investments in the following: seven campus monitors; upgrades to camera systems; and upgrades to the alarm systems at several locations.

In addition to the aforementioned investments, two student counselors were provided at the K-8 schools. These two counselors primary focus was to provide academic and SEL supports to pre-identified unduplicated students. Through these strategic and prescriptive supports, the overall attendance rate was met in 2017-18. The counselors work with the attendance clerks to ensure that students who are chronically absent are supported. With the new early warning systems being developed for 2019-20, more students will receive differentiated supports.

The overall suspension rates and expulsions rates have gone down in all K-8 (not the high school) schools. These schools have utilized a plethora of strategies to ensure that alternatives to suspension and expulsion are exhausted prior to moving forward with on of the options.

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

With the continuance of the 2 academic counselors at the four K-8 schools, those schools had decreases in their chronic absenteeism rates. Furthermore, those four schools had a lower suspension and expulsion rate than the high school. The counselors and site leadership collaborated weekly to ensure that the right students were accessing the right supports. Suspension and expulsion rates for the four schools also maintained or decreased. Site leadership and students can attribute this change to the counselors ability to coordinate resources for the students.

Stakeholder feedback shows that 88% of students feel like they can get help from a peer or an adult. Having campus monitors on site helps to add another layer of human connection for students.

Finally, providing students with opportunities to explore outside of GPUSD through field trips is key. 78% of students in the WE Survey noted that they want to do better academically. Having aligned and rigorous plan for student field trips, make learning fun.

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.

There will be no changes made to this goal, expected outcomes, metrics, or actions and services for the 2018-19 school year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Increase stakeholder involvement with school, district, and community. Plan and implement more parent educational opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of all Parents involved in ELAC & SSC **18-19** Increase by 3% **Baseline** ELAC= 2.2% SSC= 2.2%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator % of all Parents involved in DAC & ELAC **18-19** Increase by 3% **Baseline** DELAC= 1.5%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Expected	Actual
DAC= 1.5%	
Metric/Indicator Percent of parents participating **18-19** Increase by 5% **Baseline** Parent/Teacher Conference= 76.8% Open House= 24.8% Back to School Night= 24.8%	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Number of Parent Programs offered **18-19** Increase Parent Education Programs by 1 offering **Baseline** Parent Education Programs= 2	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.
Metric/Indicator Number of parents participating **18-19** Increase participation by 5% **Baseline** Parent program participation= Adult ELD Classes (135); Project 2INSPIRE (86)	Please refer to Appendix X: Golden Plains Unified School District LCAP Data Summary for actual annual measurable outcomes relative to this goal.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Continue to train	The district provided the following actions:	5800: Professional/Consulting Services And Operating Expenditures Base 10,000	Translation Services 5800: Professional/Consulting Services

and certify school site and district interpreters and translators through FCOE or other agency. Refine and monitor process for designated list of qualified interpreters and translators for school sites/district.	FCSS translation services offered at all board meetings.		And Operating Expenditures LCFF 10000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Therefore increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities, i.e. parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school website. Improve accessibility to websites, grading, and attendance systems will help students improve academically.In addition, purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners). Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality	The district provided the following actions: Maintain two-way communications with parents and other stakeholders through a variety of mediums and tools including: Blackboard Connect; District website; school fliers; and marketing. Maintain Project2Inspire for parents to receive training on how to navigate through the GPUSD system.	4000-4999: Books And Supplies Supplemental 10,000	Communications and Project2Inspire 5800: Professional/Consulting Services And Operating Expenditures LCFF 10000

educational options for their children at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed.Provide (in addition to Title I funds) parent educational services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program, i.e. Project 2Inspire, District-wide initiatives, and parent engagement. Provide additional parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. These actions will improve unduplicated student outcomes and increase the involvement of	The district provided the following actions: Maintain an Adult Education program with the Parent/Adult Coordinator developing and monitoring parent focused courses and initiatives including: High School Equivalency Diploma; English as a Second Language; Basic Computer Skills; and more.	1000-1999: Certificated Personnel Salaries LCFF 176,850	

their parents in the educational process.	

Analysis

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

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

Golden Plains Unified School District (GPUSD) collaborated with all stakeholders to ensure actions and services were implemented for items aligned with the district's Goal 3. Included below are some notable implementation examples.

The Adult Education program has continued to build parent leaders within GPUSD. For the 2018-19 school year, there were 32 parents who participated in a pipeline program to serve and ultimately seek job-ready skills working at a school. This set of parents has been very active in the community. To ensure that parents have access to information, almost all documents are translated into Spanish. There are also FCSS interpreters at all board meetings to ensure access to the information.

GPUSD strives to provide its parents and community members with opportunities for dialogue and collaboration when working through a problem. Having parents trusting and being used to the collaboration, has allowed the district to move initiatives forward with some success.

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

Focusing on parent engagement through initiatives such as Project2Inspire has yielded some positive results. The District has met several academic indicators including: English Learner Progress; Graduation Rate; Advanced Placement and Career Technical Education. Furthermore, overall attendance rates, Chronic Absenteeism, and Suspension Rates were met. The focus schools, Tranquillity ES and HS, have been designated CSI schools. Their data does not reflect the other schools current reality.

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.

There were no changes.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Participants included representatives from all numerically significant district sub-populations:

- District Advisory Committee, including representatives from families and staff from each school (make-up of DAC is of majority parents) No comments were submitted to the Superintendent.
- District English Learner Advisory Committee, including representatives from families and staff from each school (make-up of DELAC is of majority parents)
- Board of Trustees
- District and Site Classified Staff were informed and updated during monthly PLC's
- TK-12 Certificated Staff updated weekly during PLC's
- District leaders and principals from each school updated during Cabinet meetings
- Foster Youth Liaison- updated during cabinet meetings
- Students from TK-8 and 9-12 schools- updated during student leadership meetings, then they report back to individual classes.

LCAP 2018-19 Stakeholder Meeting Dates:

February 25, 2019 - Work Team Meeting
March 6, 2019 - Work Team Meeting
March 21, 2019 - Tranquillity High School Community, Parent, Student, and Staff Meetings
March 25, 2019 - Helm Elementary School Community, Parent, Student, and Staff Meetings
March 25, 2019 - Rio del Rey Student Meeting
March 26, 2019 - Migrant PAC
April 2, 2019 - San Joaquin Elementary School Community and Parent Meetings; DELAC and DAC Meetings
April 3, 2019 - Tranquillity Elementary School Staff Meeting
April 4, 2019 - Cantua Creek Elementary School Community, Parent, Student, and Staff Meetings
April 11, 2019 - Tranquillity Elementary School Community, Parent, Student, and Staff Meetings
May 3, 2019 - DELAC and DAC Meetings
May 7, 2019 - City of San Joaquin Meeting

June 10, 2019 - DELAC and DAC Meetings
June 11, 2019- Board Meeting (Public Hearing and Public Comment, 2019-20 LCAP)
June 24, 2019- Board Meeting (Approval, 20119-20 LCAP)

Parents were engaged during our Project 2 Inspire meetings (Research Based-CABE), board meetings and committee meetings. Students were engaged at sites during ASB and leadership meetings. Student representatives serve on the GPUSD Board and ASB. The district participated in a Professional Learning Network (CCEE) that focused on informing parents about the LCAp Process. Sites hold weekly PLC's and LCAP Goals and district initiatives are regularly addressed.

All meetings gave an opportunity to all staff, parents and community members to learn about LCFF and the LCAP, including the eight state priority areas and implications of the funding and accountability planning as it pertains to Golden Plains Unified student demographics.
There was no need to respond in writing. The first draft was shared in March with DAC and DELAC they did not make any written formal comments.

Meeting presentations outlined local and state measures, i.e. CDE Dashboard, instructional "Best Practices" with SEAL, ERWC, Project GLAD, etc, and budgets allocated to each Goal and Actions/Services.

Individual groups took a role in providing written suggestions for actions in each of the eight state priority areas which would continue effective practices already in place as well as increase and improve services for all students and for Low Income, English Learners, and Foster Youth.

Analysis of the 2017-18 district and site academic performance measures was completed to assist in identifying supports for students and families.
Reports of findings were reviewed with the District Advisory Committee, District English Learner Advisory Committee, and the Board of Trustees. These committees had the opportunity to ask questions of the Superintendent, Assistant Superintendent and/or Business Directors. In addition, each site, with District guidance, conducts ongoing reviews and analysis of site specific performance data, e.g. ELPAC Scores, CAASPP Interim Benchmarks, Dibbles Testing, and SBAC. This analysis guides site and district decision making towards meeting the needs of all students.

A draft LCAP was posted on the web for public comment from stakeholders during May and June.

Impact on LCAP and Annual Update

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

The Golden Plains Unified School District Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional and mental needs of each student.

Golden Plains Unified School District has a 96.6% unduplicated count of high need students, including low income, English learners, and Foster Youth.

The input from the stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable voices regarding the needs and services for each of the subpopulations in Golden Plains Unified Schools.

Analysis of District and school data, and input from stakeholders guided development of goals and actions related to needs of Golden Plains' students and families with a particular focus on students from low income, foster youth, English Learner, and Reclassified Fluent English Proficient subgroups. Due to this concentration of high need students, LCAP goals, actions and services were developed on a district-wide basis. The three district initiatives: ELA/ELD Framework, ELD Standards, and leveraging technology resulted in growth on ELPAC for our EL's, graduation rate going up for all subgroups, chronic absenteeism going down. Continued refinement and streamlining of Instructional Practices, Strategies, and Processes across the district are feedback stakeholders provided during stakeholder meetings in our effort to becoming a well recognized district in the county/state.

Impact/Outcome of meetings held:
Meetings provided foundational knowledge needed for the LCAP planning process for all stakeholders. Parents felt valued, not only for taking part in the process, but to actually see Goals and Actions/Services that addressed the needs of their children, as well as their own, i.e. Adult ELD Classes, Project 2INSPIRE Program, which is geared to provide specialized expertise and support in assisting parents with the full implementation of the district core instructional program.

Feedback from groups revealed themes related to the need for continuing existing and increasing academic supports and enrichment, social and emotional supports for students and families, professional learning and instructional resources, parent engagement and educational services, college and career readiness, access to rigorous courses, and educational technology to prepare students to be College and Career Ready.

The prioritization activity provided guidance in developing the LCAP goals as well as individual action items within the goals. It also allowed all stakeholders to see everything positive that has happened in Golden Plains Unified the past two years, as well as areas that still need to be addressed, as evident by local and state measures.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will demonstrate growth and achievement in English Language Arts and Mathematics; English Learners attaining English Language Proficiency will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

State assessment results for English Language Arts and Mathematics indicate 1% growth for ELA and 2% for math. ELD Assessment results however indicate significant growth for both AMAO 1 and AMAO 2.

English Learner Progress
2015-16 AMAO 1= 60.6%; AMAO 2 (less than 5 years)= 24.6%, (more than 5 years)= 45.2%
2015-16 English Learner Reclassification rate= 11.8.%

2015-16 Graduation rate= 92.4%
2015-16 English Learner Graduation rate= 93.4%

2015-16 Early Assessment Program (College Readiness) Grade 11
English Language Arts/Literacy:
Standards Exceeded= 7%; Standards Met= 29%; Standards Nearly Met= 33%; Standards Not Met= 31%

Mathematics:
Standards Exceeded= 1%; Standards Met= 11%; Standards Nearly Met= 29%; Standards Not Met= 59%

2015-16 SBAC, percentage of students scoring at Standard Met or above in English Language Arts (Grades 3-8)
All students= 18.0%, Hispanic= 18.0%, Economically Disadvantage= 17.0%, English Learners= 8.0%, Students with Disabilities= 8.0%

2015-16 SBAC, percentage of students scoring at Standard Met or above in Mathematics (Grades 3-8)
All students= 13.0%, Hispanic= 13.0%, Economically Disadvantage= 13.0%, English Learners= 7.0%, Students with Disabilities= 12.0%

2015-16 Highly Qualified Teacher/English Learner authorized certificated staff= 100%
2015-16 A-G requirements met= 22%
2015-16 Advanced Placement enrollment= 27.7%
2015-16 Career Technical Education Participation= 41.55%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress (K-12)	2015-16 AMAO 1= 60.6%; AMAO 2 (less than 5 years)= 24.6%, (more than 5 years)=45.2% 2015-16 English Learner Reclassification rate= 11.8.%	English Learner Progress will increase by 2%.	English Learner Progress will increase by a minimum of 0.5%.	English Learner Progress will increase by a minimum 0.5%.
Graduation Rate (9-12)	2015-16 Graduation rate= 92.4% 2015-16 English Learner Graduation rate= 93.4%	Increase Overall Graduation rate by 1%. Increase English Learner Graduation rate by 1%.	Increase Overall Graduation rate by 1%. and or maintain (95% or higher) Increase English Learner Graduation rate by 1%.	Increase Overall Graduation rate by 1%. and or maintain (95% or higher) Increase English Learner Graduation rate by 1%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			an or maintain (94% or higher)	an or maintain (94% or higher)
EAP % Pupils College/Career Ready	English Language Arts/Literacy: Standard Exceeded 13% Standard Met 31% Mathematics: Standard Exceeded 10% Standard Met 31%	Increase 2% in English Language Arts & Mathematics	Increase 2% in English Language Arts & Mathematics	Increase 3% in English Language Arts & Mathematics
State Assessments (SBAC) English Language Arts (3-8) and Mathematics (3-8)	English Language Arts/Literacy: All Students= 83.5 points below level 3 English Learners= 85.9 points below 3 Students with Disabilities= 132.2 points below 3 Mathematics: All Students= 92.9 points below level 3 English Learners= 95.1 points below level 3 Students with Disabilities= 162.9 points below level 3	7 point increase towards meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups	5 point increase towards meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups	5 point increase towards meeting or exceeding state standards in English Language Arts and mathematics for all significant subgroups
Properly Credentialed, Misalignment, Vacancies	2016-17 Highly Qualified Teacher/English Learner	Highly Qualified Teacher/English Learner	Highly Qualified Teacher/English Learner	Highly Qualified Teacher/English Learner

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	authorized certificated staff= 81%	authorized certificated staff= 100%	authorized certificated staff= 100%	authorized certificated staff= 100%
A-G % Pupils	2015-16 A-G requirements met= 3%	A-G% Pupils UC/CSU 33.33% A-G 27.7%	Increase by 5%.	Increase by 5%.
AP % Pupils 3 or higher	Baseline will be established	2016-2017 Advanced Placement 32.5 % scored 3 or higher	Increase by 2% Established Baseline in 2017-18 and it is 41% scored 3 or higher.	Increase by 2%.
CTE	2015-16 Career Technical Education Participation 41.55%	CTE Career Education Participation 42.7%	Maintain 35% Particiaption	Maintain 35% Particiaption
Standards Implementation	100% of Certificated Teachers have been trained in CCSS Professional Development ELA/ELD Framework PD Content PD 83% of Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs	100% of Certificated Teachers will be trained in CCSS Professional Development ELA/ELD Framework PD Content PD 100% Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs	100% of Certificated Teachers will be trained in CCSS Professional Development ELA/ELD Framework PD Content PD 100% Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs	100% of Certificated Teachers will be trained in CCSS Professional Development ELA/ELD Framework PD Content PD 100% Schools have a formal process for turning in Lesson Plans 100% Principals and Administrators complete monthly walkthroughs
Broad Course of Study	Elementary SEALClasses not offered	Elementary SEALClasses in TK-1 Dual Immersion TK-K	Elementary SEALClasses TK-5 Dual Immersion TK-1	Elementary SEALClasses TK-5 Dual Immersion TK-2 ERWC offered in 7-12

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Dual Immersion not offered ERWC 7-12 ERWC offered in 12th grade only High Schools ROP and Honors added 4 ROP and 2 Honors courses West Hills College/Dual Enrollment- offered 1 course	ERWC offered in all 7-12 High Schools ROP Added 4 ROP courses Added 2 AP West Hills College/Dual Enrollment Offered 4 additional courses	ERWC offered in all 7-12 High Schools Add 2 ROP courses West Hills College/Dual Enrollment Add 1 new course	High Schools ROP-maintain courses West Hills College/Dual Enrollment Maintatin
Percent of Students that met or exceeded Physical Fitness Test 5th, 7th & 9th	Physical Fitness -overall met or exceeded standard 5th 69% 7th 73% 9th 93%	Physical Fitness-increase 2% 5th 71% 7th 75.6% 9th 81.7%	Physical Fitness-increase 2% 5th 7th 9th	Physical Fitness-increase 1% 5th 7th 9th
Standards Aligned Instructional Materials	Williams FIT Report No insufficiencies of materials	not implemented in 17-18 as metric however instructional materials were provided to all students	Williams FIT Report Maintain No insufficiencies of materials	Williams FIT Report Maintain No insufficiencies of materials

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, ELD Programs for Tranquillity High School, i.e. Read 180 and English 3D, mathematics workbooks and textbooks, Expository Reading and Writing Course (ERWC) for grades 6-12 etc. Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals	Maintain and refine standards aligned core and supplemental curriculum. Replenish or update educational resources, materials, and supplies, i.e. ELA/ELD Programs for grades TK-8 and high school, ELD Programs for Tranquillity High School, i.e. Read 180 and English 3D, mathematics workbooks and textbooks, Expository Reading and Writing Course (ERWC) for grades 6-12 etc. Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals	Provide new adoption materials for grade-levels specified by adoption committee. Continue to provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day-to-day operations.

with Disabilities Education Act to support day-to-day operations.	with Disabilities Education Act to support day-to-day operations.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300,000	200,000	350000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies Adoption Materials

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to provide professional development (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment), maintain two academic coaches for the SEAL Program TK-3 and three other academic coaches to support the instructional programs in grades 4-12, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Streamline/embed GLAD Practices for grades TK-12 to fully support ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment. Special Education teachers will participate in the SEAL professional development with teachers in grades 2-3. Provide substitutes and extra time for unit planning. Establish Professional Learning Communities district-wide, i.e. school site, grade level, department, etc. focusing on "Best First Instruction" and "Best Practices," to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. The above programs support a broad course of study. Supplemental/Concentration funds will continue to be used for professional development for paraprofessionals, both Regular Education and Special Education	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will focus on refinement of Instructional Practices based on evidence-based data analysis to drive instruction, as it pertains to our district initiatives (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment). Maintain three academic coaches for the SEAL Program TK-6 and two other academic coaches to support the instructional programs in grades 7-12, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Special Education teachers will continue to participate in the SEAL professional development with teachers in grades 2-3. The SEAL Model will be replicated in grades 4-5. Provide substitutes and extra time for unit planning. Monitor and refine Professional Learning Communities district-wide, i.e. school site, grade level, department, etc. focusing on "Best First Instruction" and "Best Practices," to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. The above programs support a broad course of study. Supplemental/Concentration funds will be used for professional development for paraprofessionals, both Regular Education and Special Education district-wide on	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will focus on refinement of Instructional Practices based on evidence-based data analysis to drive instruction, as it pertains to our district initiatives (GLAD, ERWC, SEAL, CALLI, NPDL, Number Talks, Formative and Summative Assessment). Maintain three academic coaches for the SEAL Program TK-6 and two other academic coaches to support the instructional programs in grades 7-12, materials, and supplies to support the full implementation of the CA State Standards (ELA and Mathematics), ELD Standards, and the Next Generation Science Standards (NGSS). Special Education teachers will continue to participate in the SEAL professional development with teachers in grades 2-3. The SEAL Model will be replicated in grades 4-5. Provide substitutes and extra time for unit planning. Monitor and refine Professional Learning Communities district-wide, i.e. school site, grade level, department, etc. focusing on "Best First Instruction" and "Best Practices," to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. The above programs support a broad course of study. Supplemental/Concentration funds will be used for professional development for paraprofessionals, both Regular Education and Special Education district-wide on

district-wide on the CA State Standards (ELA and Mathematics), the CA ELD Standards, and the Next Generation Science Standards (NGSS). Through these actions the unduplicated students will see an increase on state and local assessments.	Professional Learning Communities to accelerate Language and Literacy across all content areas. Through these actions the unduplicated students will see an increase on state and local assessments.	Professional Learning Communities to accelerate Language and Literacy across all content areas. Through these actions the unduplicated students will see an increase on state and local assessments. Updates for 2019-20 Provide 2 instructional coaches for support in TK-12. One coach will focus on SEAL and grades TK-5; while the other will focus on ERWC and grades 6-12. Substitutes will be provided for collaboration days for both SEAL and ERWC. Professional development for teachers, coaches, and administrators for both SEAL and ERWC will be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	285,589	683,165	100000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Certificated Substitute Salaries for Professional Development leave time	5800: Professional/Consulting Services And Operating Expenditures Certificated Substitute Salaries for Professional Development leave time	5800: Professional/Consulting Services And Operating Expenditures Certificated Substitute Salaries for Professional Development leave time
Amount			80877
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Coaches Salaries

Amount			31283
Source			LCFF
Budget Reference			3000-3999: Employee Benefits Coaches Benefits
Amount			20000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies SEAL and ERWC Materials and Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP	Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP	Continue to monitor progress of all students using multiple assessment measures, e.g. Formative Assessment, CAASPP Interim Assessments (CAASPP

Portal) and state assessments (CELDT, ELPAC, SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data. Research Interim Benchmark Assessment for grades 9-10 that supplements CAASPP Portal and is aligned to SBAC.	Portal) and state assessments (ELPAC, SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.	Portal) and state assessments (ELPAC, SBAC, CAA, and CAST). Provide data system licenses and contracts, professional development, materials, supplies, and staff time to input data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,000	17,000	17,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits. Staffing for Special Day Class (SDC), mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills will be implemented at Tranquillity High School.	Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits. Continue staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills. Implement Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas.	Certificated and classified staff will provide support for day-to-day operations. Salaries and benefits. Continue staffing for Special Day Class (SDC) at Tranquillity High School, mild to moderate students who are on a Certificate of Completion track that require Independent Living Skills. Refine and monitor Adult transition program for students 18-22, who have graduated with a Certificate of Completion to maintain compliance with Special Education Law. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Updates for 2019-20 Provide classified salaries to supplement day-to-day operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,304,401	5,718,148	811188
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	2,615,853	2,648,551	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	3,618,577	3,926,166	
Source		LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities, to bring coherence through “Best First Instruction” as evidenced for example by SEAL, GLAD, ERWC, NPDL, and Data Driven research-based Practices and Routines for our special populations, i.e. EL’s, Special Education students, and Foster Youth. An increase of 7% for recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for increased and improved services will improve educational opportunities for our unduplicated students. Out of the 89 certificated teachers, only 72 are fully credentialed. It has been difficult to retain and hire high quality staff, because the district is located in a rural area. We want to attract and retain the most qualified teachers, so that our historically under served population receives high quality instruction. In addition, staff has agreed to an additional 15 minutes of instructional time per day and one day of professional learning, which will increase educational learning opportunities. It is evident that making our district competitive will attract and attain qualified staff, that will increase unduplicated student outcomes.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities, to bring coherence through “Best First Instruction” as evidenced for example by SEAL, GLAD, ERWC, NPDL "New Pedagogies for Deep Learning", and Data Driven research-based Practices and Routines for our special populations, i.e. EL’s, Special Education students, and Foster Youth. An increase in salary and/or benefits for recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for increased and improved services will improve educational opportunities for our unduplicated students. Out of the 89 certificated teachers, only 72 are fully credentialed. The district is still in the process of negotiating the 2071-2018 salaries. It has been difficult to retain and hire high quality staff, because the district is located in a rural area. We want to attract and retain the most qualified teachers, so that our historically under served population receives high quality instruction. In addition, staff has agreed to an additional 15 minutes of instructional time per day and one day of professional learning, which will increase educational learning opportunities. It is evident that making our district competitive will attract	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain 1-½ hours per week for staff development time and individual teacher prep times for teacher PLC activities, to bring coherence through “Best First Instruction” as evidenced for example by SEAL, GLAD, ERWC, NPDL, and Data Driven research-based Practices and Routines for our special populations, i.e. EL’s, Special Education students, and Foster Youth. An increase in salary and/or benefits for recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for increased and improved services will improve educational opportunities for our unduplicated students. Out of the 89 certificated teachers, only 72 are fully credentialed. It has been difficult to retain and hire high quality staff, because the district is located in a rural area. We want to attract and retain the most qualified teachers, so that our historically under served population receives high quality instruction. In addition, staff has agreed to an additional 15 minutes of instructional time per day and one day of professional learning, which will increase educational learning opportunities. It is evident that making our district competitive will attract and attain qualified staff, that will increase unduplicated student outcomes. Updates for 2019-20

	and attain qualified staff, that will increase unduplicated student outcomes.	Provide Summer School opportunities for grades TK-12 including enrichment and accelerated courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,668,827	1,689,687	850797
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition we will train Golden Plains Unified Staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. It is often difficult to attract qualified staff in this rural small district. Qualified teachers provide best first teaching and will increase achievement for unduplicated students on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition we will train Golden Plains Unified Staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. It is often difficult to attract qualified staff in this rural small district. Qualified teachers provide best first teaching and will increase achievement for unduplicated students on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to attend recruitment fairs to hire and retain properly credentialed staff. In addition we will train Golden Plains Unified Staff, i.e. teachers, coaches, and administrators to message and attract highly qualified candidates to our district. It is often difficult to attract qualified staff in this rural small district. Qualified teachers provide best first teaching and will increase achievement for unduplicated students on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000	15,000	15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-3 to help prevent Long-Term English Learners, Project GLAD (Guided Language Acquisition Design) for grades 4-12, and English 3D for 9-12. The above programs support a broad course of study. Update and implement Reclassification Criteria for Special Education English Learner students based on current guidance from the California Department of Education. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will monitor and refine a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent Long-Term English Learners, Project GLAD (Guided Language Acquisition Design) for grades 7-12, and English 3D for 9-12. The SEAL Model will be replicated in grades 4-6. The above programs support a broad course of study. Monitor and refine Reclassification Criteria for Special Education English Learner students. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will fully implement a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. Continue to implement Sobrato Early Academic Language (SEAL) for grades TK-6 to help prevent Long-Term English Learners, Project GLAD (Guided Language Acquisition Design) for grades 7-12, and English 3D for 9-12. The SEAL Model will continue to be replicated in grades 4-6. The above programs support a broad course of study. Monitor and refine Reclassification Criteria for Special Education English Learner students. Through these actions the unduplicated students will see an increase on state and local assessments. Updates for 2019-20

		Provide enrichment field trips aligned to SEAL units of study for students in grades K, 4, and 6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	184,640	184,640	184,640
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will begin an awareness and Initial Implementation of Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, inclusive of EL's, Special Education students, and Foster Youth. Together the district's vision and mission will guide district and school practices, policies, and goal development, to increase student achievement that embraces the concepts of "closing the gap" as well as "raising the bar" for all students. Provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will implement and refine Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, inclusive of EL's, Special Education students, and Foster Youth. Together the district's vision and mission will guide district and school practices, policies, and goal development, to increase student achievement that embraces the concepts of "closing the gap" as well as "raising the bar" for all students. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to implement and refine Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports for students, inclusive of EL's, Special Education students, and Foster Youth. Together the district's vision and mission will guide district and school practices, policies, and goal development, to increase student achievement that embraces the concepts of "closing the gap" as well as "raising the bar" for all students. Continue to provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps. Through these actions the unduplicated students will see an increase on state and local assessments. Updates for 2019-20 Provide student advocacy training via Youth Leadership Institute.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	369,895	369,895	369,895
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies 5000-5999 Other Services and Operating Expenditures	4000-4999: Books And Supplies 5000-5999 Other Services and Operating Expenditures	4000-4999: Books And Supplies 5000-5999 Other Services and Operating Expenditures

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide CELDT and ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress State Indicator. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas	Provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress State Indicator. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas	Continue to provide ELPAC training for all TK-12 certificated teachers, TK-12 paraprofessionals, site and district administrators to increase English Learner Progress Indicator. Continue to connect Formative and Summative Assessments to district-wide initiatives on improving writing across all content areas for English

for English Learners and Special Education English Learners. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry, and professional development.	for English Learners and Special Education English Learners. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry, and professional development.	Learners and Special Education English Learners. Continue to provide substitutes, extra time for assessments (administering and scoring), data entry, and professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning skills for classified and certificated staff, e.g. Google Platform, i.e. Google Docs, Google Classroom, etc. that will lead to Google Certification. Transition to adopting Google Platform for leveraging technology to enhance learning. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning. In doing so Golden Plains will be able to prepare its students for the rigorous demands of the 21st century. Thus increasing outcomes for unduplicated students.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning skills for classified and certificated staff, e.g. Google Platform, i.e. Google Docs, Google Classroom, etc. that will lead to Google Certification. Transition to adopting Google Platform for leveraging technology to enhance learning. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning. In doing so Golden Plains will be able to prepare its students for the rigorous demands of the 21st century. Thus increasing outcomes for unduplicated students.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will provide 21st century learning skills for classified and certificated staff, e.g. Google Platform, i.e. Google Docs, Google Classroom, etc. that will lead to Google Certification. Transition to adopting Google Platform for leveraging technology to enhance learning. Update and replace, technology; i.e. Chrome book carts, computers, Chrome book management systems, high-speed internet with Comcast, wireless access and security in all settings. In addition Golden Plains will restructure the technology department to assist with embedding technology in lesson design, lesson delivery and student demonstration of learning. In doing so Golden Plains will be able to prepare its students for the rigorous demands of the 21st century. Thus increasing outcomes for unduplicated students. Updates for 2019-20 Provide Chromebook refresh and expansion. Provide internet options for outlying areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	334,018	334,018	334,018
Source	LCFF	LCFF	LCFF
Budget Reference	Book and supplies 4000-4999; services 5000-5999; classified salaries 2000-2999	Book and supplies 4000-4999; services 5000-5999; classified salaries 2000-2999	Book and supplies 4000-4999; services 5000-5999; classified salaries 2000-2999

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain and refine accelerated	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain and refine accelerated	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain and refine accelerated

and enrichment-learning opportunities for students meeting and exceeding grade level standards or on track towards graduation, e.g. CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturday's. Pilot NPDL Projects during the school year in grades 4-12. Through these actions the unduplicated students will see an increase on state and local assessments.”	and enrichment-learning opportunities for students meeting and exceeding grade level standards or on track towards graduation, e.g. CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturday's. Refine New Pedagogies for Deep Learning NPLD Projects during the school year in grades 4-12. Through these actions the unduplicated students will see an increase on state and local assessments.”	and enrichment-learning opportunities for students meeting and exceeding grade level standards or on track towards graduation, e.g. CTE and STEAM pathways, Seal of Biliteracy, Honors AP Courses, and Dual Enrollment. Research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continue to implement Engineering Is Elementary (EIE) curriculum during summer school (STEAM Summer Academy) for grades TK-8 and during the school year in two sessions for English Learners in grades TK-8 on Saturday's. Refine NPDL Projects during the school year in grades 4-12. Through these actions the unduplicated students will see an increase on state and local assessments.” Updates for 2019-20 Expand Agriculture Pathway Provide accelerated educational opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	147,106	147,106	147,106
Source	LCFF	LCFF	LCFF
Budget Reference	Books and supplies; services; professional development	0001-0999: Unrestricted: Locally Defined Books and supplies; services; professional development	0001-0999: Unrestricted: Locally Defined Books and supplies; services; professional development

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs maintaining a smaller	The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs maintaining a smaller	The unduplicated students are some of the lowest performing students at Golden Plains on state and local assessments. To meet their needs maintaining a smaller

teacher pupil ratio is beneficial and improves student outcomes. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Thus increasing outcomes for unduplicated students.	teacher pupil ratio is beneficial and improves student outcomes. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Thus increasing outcomes for unduplicated students.	teacher pupil ratio is beneficial and improves student outcomes. Maintain staffing for lower class sizes at the TK-8 grade levels and those 9-12 departments in which multiple "Formative Assessments" are needed to facilitate increased Language and Literacy across all content areas. Thus increasing outcomes for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,052,143	1,065,295	1052143
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Increase positive school climate with all stakeholders and build exemplary school and district facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

15-16 Attendance rate: 93%
15-16 Chronic absenteeism: 11.7 %
15-16 Suspension rate: 13.6%
15-16 Middle School dropout rate: 0%
15-16 High School dropout rate: 5.9%
15-16 Expulsion rate: 0.1%
15-16 Overall Facility Conditions-Good Rating
15-16 Local Climate Survey (WE Survey)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	15-16 Attendance rate: 93%	Increase attendance rate by 1%	Increase attendance rate by 1%	Increase attendance rate by 1%
Chronic Absenteeism	15-16 Chronic absenteeism: 11.7 %	Decrease in Chronic absenteeism by 1% points	Decrease in Chronic absenteeism by 1% points	Decrease in Chronic absenteeism by 1% points
Suspension Rate	15-16 Suspension rate: 13.6%	Decrease suspension rate by 1%	Decrease suspension rate by 1%	Decrease suspension rate by 1%
Middle and High School Dropout Rate	15-16 Middle School dropout rate: 0% 15-16 High School dropout rate: 5.9%	Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 1%	Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 1%	Maintain Middle School dropout rate at 0% Decrease High School dropout rate by 1%
Expulsion	15-16 Expulsion rate: 0.1%	Decrease expulsion by 0.1%	Maintain expulsion rate at 0%	Maintain expulsion rate at 0%
Facilities Maintained (FIT)	15-16 Overall Facility Conditions-Good Rating	Maintain 100% of schools rated as “Overall Facility Conditions – Good.”	Maintain 100% of schools rated as “Overall Facility Conditions – Good.”	Maintain 100% of schools rated as “Overall Facility Conditions – Good.”
Local Climate Survey	15-16 Local Climate Survey (WE Survey) Rigor 73.5% Relevance 72.5% Relationships 74%	Local Climate Survey (WE Survey), increase 3% growth in the indicators Rigor, Relevance, and Relationships	Local Climate Survey (WE Survey), increase 3% growth in the indicators Rigor, Relevance, and Relationships	Local Climate Survey (WE Survey), increase 1% growth in the indicators Rigor, Relevance, and Relationships

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will plan and organize attendance committees through MTSS process at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will maintain attendance committees through MTSS process at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to maintain attendance committees through MTSS process at each site and district to regularly review school attendance rates and create action plans to reduce truancy levels, i.e. monthly meetings at school sites and quarterly meetings district-wide. Continue to

contract with FCOE and Truancy Intervention Program. Utilize support staff, materials, supplies and attendance incentives to increase attendance rates. Through these actions the unduplicated students will see an increase on state and local assessments.	contract with FCOE and Truancy Intervention Program. Utilize support staff, materials, supplies and attendance incentives to increase attendance rates. Through these actions the unduplicated students will see an increase on state and local assessments.	contract with FCOE and Truancy Intervention Program. Utilize support staff, materials, supplies and attendance incentives to increase attendance rates. Through these actions the unduplicated students will see an increase on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Tranquillity High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including transition programs for Special Education students. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including transition programs for Special Education students. Through these actions the unduplicated students will see an increase on state and local assessments.	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to purchase equipment and materials to adequately equip high school classrooms to facilitate Career and Technical Education (CTE) for students, including transition programs for Special Education students. Through these actions the unduplicated students will see an increase on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18,000	18,000	18,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Through these actions the unduplicated students will see an increase on state and local assessments."	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Through these actions the unduplicated students will see an increase on state and local assessments."	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will retain 2 certificated school counselors to monitor student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary. Local, state, and formative assessment data will be used to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Through these actions the unduplicated students will see an increase on state and local assessments."

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	246,213	246,906	270212
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
On-going facility maintenance, improvements, and beautification will help create a positive school environment. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will	On-going facility maintenance, improvements, and beautification will help create a positive school environment. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will	On-going facility maintenance, improvements, and beautification will help create a positive school environment. Update classroom and cafeteria furniture, as evidenced through three site visits by administrators and board members. On a monthly basis the superintendent will

continue to conduct school site walk-throughs with MOT department.	continue to conduct school site walk-throughs with MOT department.	continue to conduct school site walk-throughs with MOT department. Updates for 2019-20 Provide enhancements to the Agriculture Pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	231,726	231,726	215965
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies
Amount	108,274	104,798	
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Amount	400,000	300,000	
Source	LCFF	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
In a rural area such as Golden Plains, parental and community engagement is key to student success. The parents of our unduplicated students need support to engage in the educational process.We are striving to increase the number of stakeholders participating in school related activities to improve positive school climate, culture and student achievement. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey. These actions will increase the number of parents of unduplicated students who are engaged at our school sites and will have a positive effect on student outcomes.	In a rural area such as Golden Plains, parental and community engagement is key to student success. The parents of our unduplicated students need support to engage in the educational process.We are striving to increase the number of stakeholders participating in school related activities to improve positive school climate, culture and student achievement. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey. These actions will increase the number of parents of unduplicated students who are engaged at our school sites and will have a positive effect on student outcomes.	In a rural area such as Golden Plains, parental and community engagement is key to student success. The parents of our unduplicated students need support to engage in the educational process.We are striving to increase the number of stakeholders participating in school related activities to improve positive school climate, culture and student achievement. We will analyze baseline data for school climate and culture using a researched based survey, i.e. LCAP Stakeholder survey and the We Survey. These actions will increase the number of parents of unduplicated students who are engaged at our school sites and will have a positive effect on student outcomes. Updates for 2019-20

		Continue marketing efforts to increase awareness of district initiatives and two-way communication with all stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	110,000	110,000	110,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment. In order to maintain a safe and positive school climate we will retain two Campus Monitor positions at THS. Additional supervision is key to maintaining safe schools and reducing and improving suspension rates. We will also retain five Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. Will will provide Positive Behavior Training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems). The continuation of additional support will help improve school climate, culture, lower suspension rates and increase student performance.	The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment.In order to maintain a safe and positive school climate we will retain two Campus Monitor positions at THS. Additional supervision is key to maintaining safe schools and reducing and improving suspension rates. We will also retain five Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. We will provide Positive Behavior Training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems). The continuation of additional support will help improve school climate, culture, lower suspension rates and increase student performance.	The unduplicated students are some of the lowest performing students and will benefit from a stable and safe learning environment.In order to maintain a safe and positive school climate we will retain two Campus Monitor positions at THS. Additional supervision is key to maintaining safe schools and reducing and improving suspension rates. We will also retain five Non-Instructional/Yard Duty Aides for K-8 and continuation high schools. We will provide Positive Behavior Training for all campus supervisors and non-instructional yard monitors. Provide, update and replace security/safety resources (cameras, radios, alarm systems). The continuation of additional support will help improve school climate, culture, lower suspension rates and increase student performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	215,965	215,965	215,965
Source	LCFF	LCFF	LCFF
Budget Reference	Classified salaries; supplies; equipment; services	Classified salaries; supplies; equipment; services	Classified salaries; supplies; equipment; services

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to refine Positive Behavior Intervention Supports (PBIS) within the MTSS process to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders and thus reduce suspension rate. Substitute costs, materials, and supplies. Plan and implement Safe School Ambassadors Program at K-8 elementary schools. Through these actions the unduplicated students will see an increase on state and local assessments."	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to refine Positive Behavior Intervention Supports (PBIS) within the MTSS to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders and thus reduce suspension rate. Substitute costs, materials, and supplies. Continue to plan and implement Safe School Ambassadors Program at K-8 elementary schools. Through these actions the unduplicated students will see an increase on state and local assessments."	The unduplicated students are some of the lowest performing in the LEA on state and local assessments. To meet this need the LEA will continue to refine Positive Behavior Intervention Supports (PBIS) within the MTSS to include the 6 C's: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character in order to provide a safe and positive school climate for all stakeholders and thus reduce suspension rate. Substitute costs, materials, and supplies. Refine Safe School Ambassadors Program at K-8 elementary schools. Through these actions the unduplicated students will see an increase on state and local assessments." Updates for 2019-20

		Safe School Ambassadors Program will not be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will continue to provide home to school transportation within the transportation boundaries for students to	District will continue to provide home to school transportation within the transportation boundaries for students to	District will continue to provide home to school transportation within the transportation boundaries for students to

school related events (excludes cost of staff).	school related events (excludes cost of staff).	school related events (excludes cost of staff).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,011,582	1,011,582	77000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified salaries; supplies; services	2000-2999: Classified Personnel Salaries Classified salaries; supplies; services	2000-2999: Classified Personnel Salaries Classified salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase stakeholder involvement with school, district, and community. Plan and implement more parent educational opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

1. Increase LEA parent engagement as evidenced on sign-in sheets from Parent Advisory Committees (ELAC, SSC, DELAC, DAC, PTC, etc.) Open House, Back to School Night, and Parent Teacher Conferences (School Climate/Culture).
2. Increase number of Parent Education Programs.
3. Increase number Parent Participation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of all Parents involved in ELAC & SSC	ELAC= 2.2% SSC= 2.2%	Increase by 5%	Increase by 3%	Increase by 3%
% of all Parents involved in DAC & ELAC	DELAC= 1.5% DAC= 1.5%	Increase by 5%	Increase by 3%	Increase by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of parents participating	Parent/Teacher Conference= 76.8% Open House= 24.8% Back to School Night= 24.8%	Increase by 5%	Increase by 5%	Increase by 5%
Number of Parent Programs offered	Parent Education Programs= 2	Increase Parent Education Programs by 1 offering	Increase Parent Education Programs by 1 offering	Increase Parent Education Programs by 1 offering
Number of parents participating	Parent program participation= Adult ELD Classes (135); Project 2INSPIRE (86)	Increase participation by 5%	Increase participation by 5%	Increase participation by 5%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Train and certify school site and district interpreters and translators through FCOE or other agency. Establish a process and a designated list of qualified interpreters and translators for school sites/district.	Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Refine and monitor process for designated list of qualified interpreters and translators for school sites/district.	Continue to provide interpreter and translator services for district-wide activities, school functions, and parent meetings. Continue to train and certify school site and district interpreters and translators through FCOE or other agency. Monitor process for designated list of qualified interpreters and translators for school sites/district.

Budgeted Expenditures

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

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Therefore increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities, i.e. parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school website. Improve accessibility to websites, grading, and attendance systems will help students improve academically.In addition, purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners).	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Therefore increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities, i.e. parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school website. Improve accessibility to websites, grading, and attendance systems will help students improve academically.In addition, purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners).	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed. Therefore increasing (in addition to Title I funds) district and site parent communication and involvement in district-wide activities, i.e. parent News Letters, Blackboard Connect, School Calendar, School Marque, and district/school website. Improve accessibility to websites, grading, and attendance systems will help students improve academically.In addition, purchase student planners to increase communication from school to home regarding academic assignments and progress (Professional Development for staff on how to best utilize the teacher/student planners).

Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.	Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.	Continue Project 2 Inspire to increase parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed.Provide (in addition to Title I funds) parent educational services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program, i.e. Project 2Inspire, District-wide initiatives, and parent engagement. Research other parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed.Provide (in addition to Title I funds) parent educational services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program, i.e. Project 2Inspire, District-wide initiatives, and parent engagement. Provide additional parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.	The unduplicated students in Golden Plains are some of the lowest performing in the LEA on state and local assessments. With this in mind we strive to provide support to parents, so that they are better informed and equipped to help their children succeed.Provide (in addition to Title I funds) parent educational services and English classes. Execute parent education contracts; provide materials, supplies, supplemental staff hours and childcare. Retain Parent/Adult Coordinator to provide specialized expertise and support for parents in assisting with the full implementation of the district core instructional program, i.e. Project 2Inspire, District-wide initiatives, and parent engagement. Provide additional parent/community educational opportunities, e.g. computer courses, GED, Citizenship, etc. These actions will improve unduplicated student outcomes and increase the involvement of their parents in the educational process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	176,850	176,850	176,850
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5422471	40.46%

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).

Using the calculation tool provided by the state, Golden Plains Unified District has calculated that it will receive $5,422,471 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Increased Professional Development on Project GLAD, ERWC, SEAL, CALLI, NPDL, Formative and Summative Assessment (CAASPP Portal) are needed to streamline Best Instructional Practices, Strategies, Processes, and Curriculum to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. Competitive salaries and benefits coincide with recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for continued increased and improved services for our English Learners, Foster Youth, and low-income students. Continuing to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD continues to move forward with the Sobrato Early Academic Language (SEAL) model for grades TK-5 for Early Literacy. In 2018-19, the SEAL Model will become implemented in the intermediate grades 4-5 to help prevent Long-Term English Learners. Project GLAD (Guided Language Acquisition Design) and and English 3D will address the needs of English Learners in grades 7-12. Under the awareness and Initial Implementation of Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports, English Learners, Special Education students, and Foster Youth needs will be monitored at the site and district level. Retain two certificated school counselors to monitor English Learner, Foster Youth, and low-income student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary, using local, state, and formative assessment data to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Counselors with administrators will research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation, to give our Unduplicated Pupils more Career Options, e.g. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continuing Project 2INSPIRE Program to increase English Learner, Foster Youth, and Special Education

parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. Last, providing more parent educational services for our English Learner, Foster Youth, e.g. computer courses, GED, Citizenship, etc. Right now we simply offer Adult ELD Classes at two sites, San Joaquin and Cantua, but want to increase services at all sites. We will continue to have class sizes below state requirements. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Golden Plains Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Golden Plains Unified. Since our unduplicated student population count is 96.6%, all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 40.46%. Golden Plains Unified has demonstrated that it has met the 40.17% proportionality percentage by expending $5,296,527 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5,296,527.	40.17%

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

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

Using the calculation tool provided by the state, Golden Plains Unified District has calculated that it will receive $5,296,527 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Increased Professional Development on Project GLAD, ERWC, SEAL, CALLI, NPDL, Formative and Summative Assessment (CAASPP Portal) are needed to streamline Best Instructional Practices, Strategies, Processes, and Curriculum to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. Competitive salaries and benefits coincide with recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for continued increased and improved services for our English Learners, Foster Youth, and low-income students. Continuing to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD continues to move forward with the Sobrato Early Academic Language (SEAL) model for grades TK-5 for Early Literacy. In 2018-19, the SEAL Model will become implemented in the intermediate grades 4-5 to help prevent Long-Term English Learners. Project GLAD (Guided Language Acquisition Design) and and English 3D will address the needs of English Learners in grades 7-12. Under the awareness and Initial Implementation of Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports, English Learners, Special Education students, and Foster Youth needs will be monitored at the site and district level. Retain two certificated school counselors to monitor English Learner, Foster Youth, and low-income student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary, using local, state, and formative assessment data to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Counselors with administrators will research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation, to give our Unduplicated Pupils more Career Options, e.g. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continuing Project 2INSPIRE Program to increase English Learner, Foster Youth, and Special Education parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. Last, providing more parent educational services for our English Learner, Foster Youth, e.g. computer courses, GED, Citizenship, etc. Right now we simply offer Adult ELD Classes at two sites, San Joaquin and Cantua, but want to increase services at all sites. We will continue to have class sizes below state requirements. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Golden Plains Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Golden Plains Unified. Since our unduplicated student population count is 96.6%, all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 40.17%. Golden Plains Unified has demonstrated that it has met the 40.17% proportionality percentage by expending $5,296,527 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,620,596	36.40%

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).

Using the calculation tool provided by the state, Golden Plains Unified District has calculated that it will receive $4,620,596 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: Increased Professional Development on ELPAC (Goal 1 Action 9) Project GLAD, ERWC, SEAL, CALLI California Language and Learning Initiative , NPDL (New Pedagogies for Deep Learning), Number Talks, Formative and Summative Assessment (CAASPP Portal) Technology Training (Goal 1 Action 10) STEAM, STEM, CTE, Dual Enrollment, are needed to streamline Best Instructional Practices, Strategies, Processes, and Curriculum to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. In addition Golden Plains Unified is entering into a partnership with Stanford's Understanding Language department. This project will be funded by the Bill and Melinda Gates Foundation.(No LCAP funds will be expended) This will focus on improving language and literacy for our English Learners. Competitive salaries and benefits coincide with recruitment and retention of certificated teachers teaching the district curriculum and/or negotiated for additional time for continued increased and improved services for our English Learners, Foster Youth, and low-income students. Continuing to establish and monitor a rigorous English Learner program that supports the

implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD continues to move forward with the Sobrato Early Academic Language (SEAL) model for grades TK-3 for Early Literacy. In 2018-19, the SEAL Model will become replicated in the intermediate grades 4-6 to help prevent Long-Term English Learners. Project GLAD (Guided Language Acquisition Design) and and English 3D will address the needs of English Learners in grades 7-12. Under the awareness and Initial Implementation of Multi-Tiered System of Supports (MTSS): Core Universal Supports, Targeted Supplemental Supports, and Intensive Individualized Supports, English Learners, Special Education students, and Foster Youth needs will be monitored at the site and district level. Retain two certificated school counselors to monitor English Learner, Foster Youth, and low-income student academic and social progress for Helm/RDR, Cantua, Tranquillity, and San Joaquin Elementary, using local, state, and formative assessment data to increase student achievement and graduation levels to guide students toward College, Career, and Civic Life in grades TK-8 and RDR. Counselors with administrators will research and expand CTE Curriculum to include courses in which there is a high demand of employment after graduation, to give our Unduplicated Pupils more Career Options, e.g. Certification of completion track for Special Education students leading to develop life skills needed for job opportunities. Continuing Project 2INSPIRE Program to increase English Learner, Foster Youth, and Special Education parents' knowledge about schooling to ensure parents have vital information about high quality educational options for their children at all school sites. Last, providing more parent educational services for our English Learner, Foster Youth, e.g. computer courses, GED, Citizenship, etc. Right now we simply offer Adult ELD Classes at two sites, San Joaquin and Cantua, but want to increase services at all sites. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Golden Plains Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Golden Plains Unified. Since our unduplicated student population count is 97.8%, all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 36.40%. Golden Plains Unified has demonstrated that it has met the 36.40% proportionality percentage by expending $4,620,596 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	19,464,498.00	4,915,185.00	18,481,659.00	19,464,498.00	5,497,939.00	43,444,096.00
	0.00	387,169.00	3,618,577.00	0.00	0.00	3,618,577.00
Base	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
LCFF	19,444,498.00	4,528,016.00	14,843,082.00	19,444,498.00	5,477,939.00	39,765,519.00
Supplemental	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	19,464,498.00	4,915,185.00	18,481,659.00	19,464,498.00	5,497,939.00	43,444,096.00
	549,983.00	0.00	1,708,671.00	549,983.00	549,983.00	2,808,637.00
0001-0999: Unrestricted: Locally Defined	147,106.00	198,379.00	0.00	147,106.00	147,106.00	294,212.00
1000-1999: Certificated Personnel Salaries	8,896,886.00	1,434,409.00	8,448,434.00	8,896,886.00	2,430,879.00	19,776,199.00
2000-2999: Classified Personnel Salaries	3,901,859.00	730,832.00	2,857,579.00	3,901,859.00	898,188.00	7,657,626.00
3000-3999: Employee Benefits	3,926,166.00	964,604.00	3,618,577.00	3,926,166.00	31,283.00	7,576,026.00
4000-4999: Books And Supplies	1,039,333.00	759,199.00	1,142,809.00	1,039,333.00	1,320,500.00	3,502,642.00
5000-5999: Services And Other Operating Expenditures	300,000.00	762,149.00	410,000.00	300,000.00	0.00	710,000.00
5800: Professional/Consulting Services And Operating Expenditures	703,165.00	65,613.00	295,589.00	703,165.00	120,000.00	1,118,754.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	19,464,498.00	4,915,185.00	18,481,659.00	19,464,498.00	5,497,939.00	43,444,096.00
	LCFF	549,983.00	0.00	1,708,671.00	549,983.00	549,983.00	2,808,637.00
0001-0999: Unrestricted: Locally Defined	LCFF	147,106.00	198,379.00	0.00	147,106.00	147,106.00	294,212.00
1000-1999: Certificated Personnel Salaries	LCFF	8,896,886.00	1,434,409.00	8,448,434.00	8,896,886.00	2,430,879.00	19,776,199.00
2000-2999: Classified Personnel Salaries	LCFF	3,901,859.00	730,832.00	2,857,579.00	3,901,859.00	898,188.00	7,657,626.00
3000-3999: Employee Benefits		0.00	0.00	3,618,577.00	0.00	0.00	3,618,577.00
3000-3999: Employee Benefits	LCFF	3,926,166.00	964,604.00	0.00	3,926,166.00	31,283.00	3,957,449.00
4000-4999: Books And Supplies		0.00	387,169.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	1,029,333.00	372,030.00	1,132,809.00	1,029,333.00	1,310,500.00	3,472,642.00
4000-4999: Books And Supplies	Supplemental	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	300,000.00	762,149.00	410,000.00	300,000.00	0.00	710,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	693,165.00	65,613.00	285,589.00	693,165.00	110,000.00	1,088,754.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	17,008,671.00	4,143,844.00	15,923,049.00	17,008,671.00	4,373,947.00	37,305,667.00
Goal 2	2,258,977.00	751,341.00	2,361,760.00	2,258,977.00	927,142.00	5,547,879.00
Goal 3	196,850.00	20,000.00	196,850.00	196,850.00	196,850.00	590,550.00
Goal 4			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Draft Visualization Data

Annual Measurable Outcmes

Goal 1

LCAP Year Reviewed	2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018	
Metrics/Indicator							
English Learner Progress (k-12)	Not Met	Not Met	Met	-1	-1	1+	
Graduation Rate	Met	Met	Met	1+	1+	1+	
EAP % (College/Career Ready)	Not Met	Not Met	Not Met	-1	-1	-1	
SBAC							
English Language Arts	Met	*No Data*	Not Met	1+		-1	
Mathmatics	Met	*No Data*	Not Met	1+		-1	
Properly Credentialed, Misalignment, Vacancies	Not Met	Not Met	Not Met	-1	-1	-1	
A-G requirements	*No Data*	Not Met	Met	*	-1	1+	
Advanced Placement	Met	Not Met	Met	1+	-1	1+	
Career Technical Education	Not Met	Met	Not Met	-1	1+	-1	
Standards Implementation	*No Data*	*No Data*	Met	*	*	1+	
Broad Course of Study	Not Met	Not Met	Met	-1	-1	1+	
Percent of Students that met or exceeded Physical Fitness Test 5th, 7th & 9th	*No Data*	*No Data*	Not Met			-1	
Standards Alignment	Met	Met	Met	1+	1+	1+	
Cahsee Passage rate increase*	Not Met	*No Data*	*No Data*	-1			

Goal 2

Attendance Rate	Met	Not Met	Met	1+	-1	1+	
Chronic Absenteeism	*No Data*	Not Met	Not Met	*	-1	-1	
Suspension Rate	Not Met	Met	Met	-1	1+	1+	
Middle and High School Dropout Rate	Met	Not Met	Met	1+	-1	1+	
Expulsion	*No Data*	*No Data*	Met			1+	
Facilities Maintained	Met	Met	Met	1+	1+	1+	
Local Climate Survey	Not Met	*No Data*	Met	-1		1+	

Goal 3

Parent involvement ELAC & SSC	*No Data*	*No Data*	Met			1+	
Parent involvement DAC & ELAC	*No Data*	*No Data*	Met			1+	
Percent of Parent Participation	*No Data*	Not Met	Met		-1	1+	
Parent Program Offered	*No Data*	Not Met	Met		-1	1+	
Number of Parent Participation	*No Data*	Not Met	Met		-1	1+	

*data changes