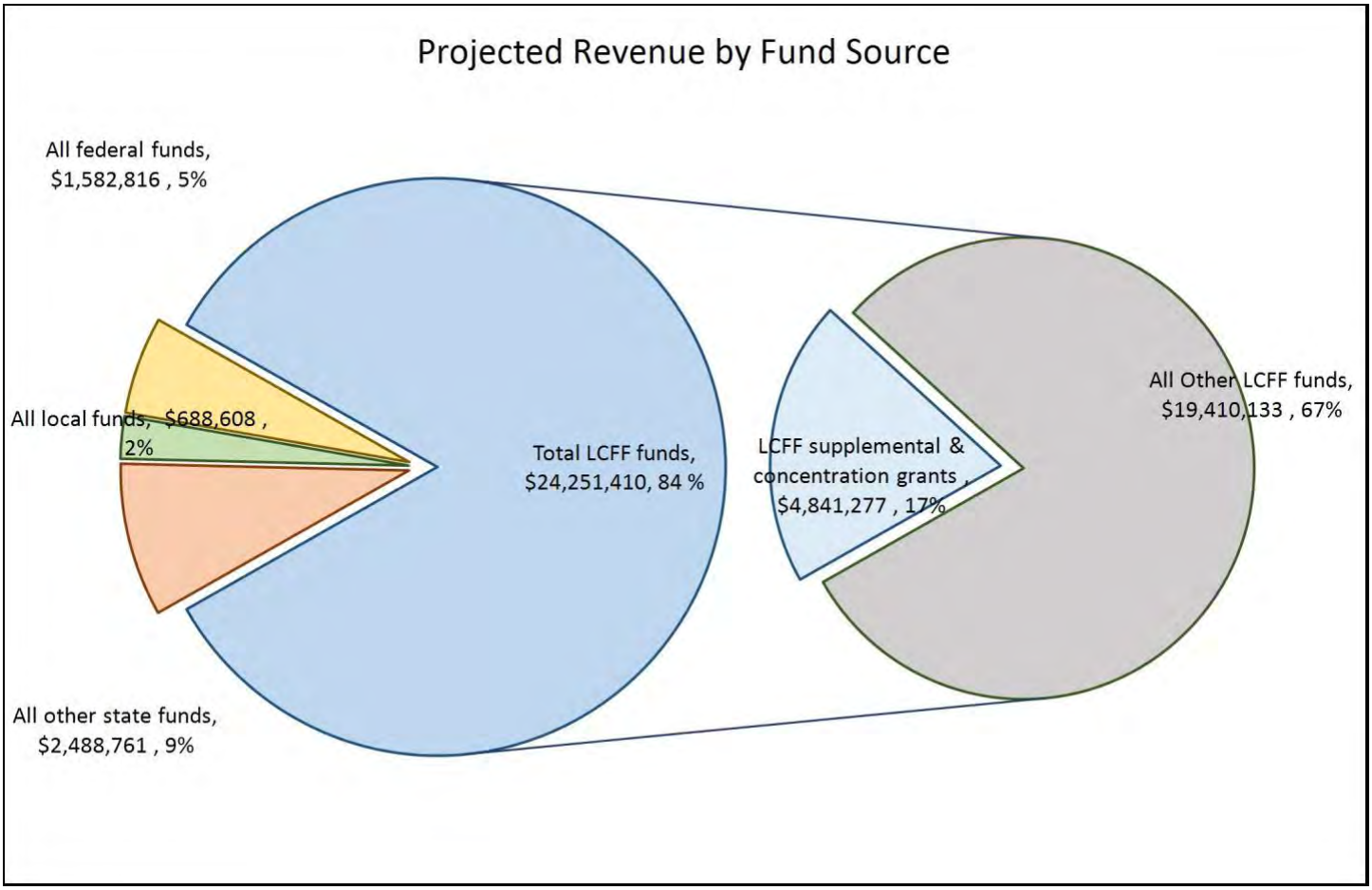
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cucamonga School District
CDS Code: 36676940000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Janet Temkin, 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

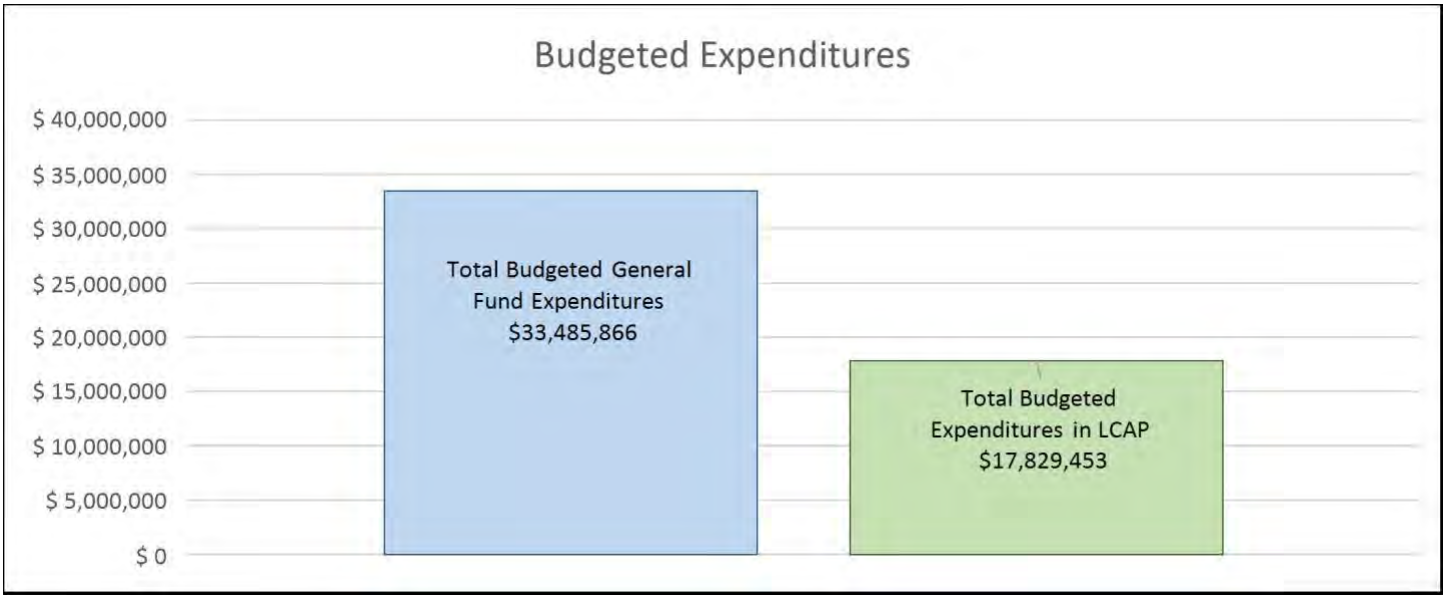


This chart shows the total general purpose revenue Cucamonga School District expects to receive in the coming year from all sources.

The total revenue projected for Cucamonga School District is $29,011,595, of which $24,251,410 is Local Control Funding Formula (LCFF), $2,488,761 is other state funds, $688,608 is local funds, and $1,582,816 is federal funds. Of the $24,251,410 in LCFF Funds, $4,841,277 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 Cucamonga 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.

Cucamonga School District plans to spend $33,485,866 for the 2019-20 school year. Of that amount, $17,829,453 is tied to actions/services in the LCAP and $15,656,413 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

$1.67 million-Admin Salaries/Benefits, $745,416-Classified support Salaries/Benefits, $354,647-Classified Management Salaries/Benefits, $1.3 million Clerical/Secretarial Salaries & Benefits, $303,160-Noon Duty Salaries/Benefits, $252,756-Insurance, $633,592-Utilities, $2,300,857-Special Ed, $782,328-Transportation, $326,043-Title II. $58,252 Title III, $2,035-Title IV, $73, 973-LEA Medical, $532,350-ASES, $360,8920-Lottery, $236,670-Restricted Lottery, $530,000-Custodial/Security/Alarms, $3.6 million supplies and services, $15,258-Classified Professional Development, $173,890-Low Performance Student Expenses. $1,294,435 STRS On-Behalf Contribution.

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

In 2019-20, Cucamonga School District is projecting it will receive $4,841,277 based on the enrollment of foster youth, English learner, and low-income students. Cucamonga 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, Cucamonga School District plans to spend $4,841,277 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
In 2019-2020 CSD will qualitatively improve services for our unduplicated population. The areas of emphasis are intervention for ELA, Math, and Social and Emotional Learning. These actions will be done on a LEA wide basis using existing sources of funding in the LCAP and Title I.

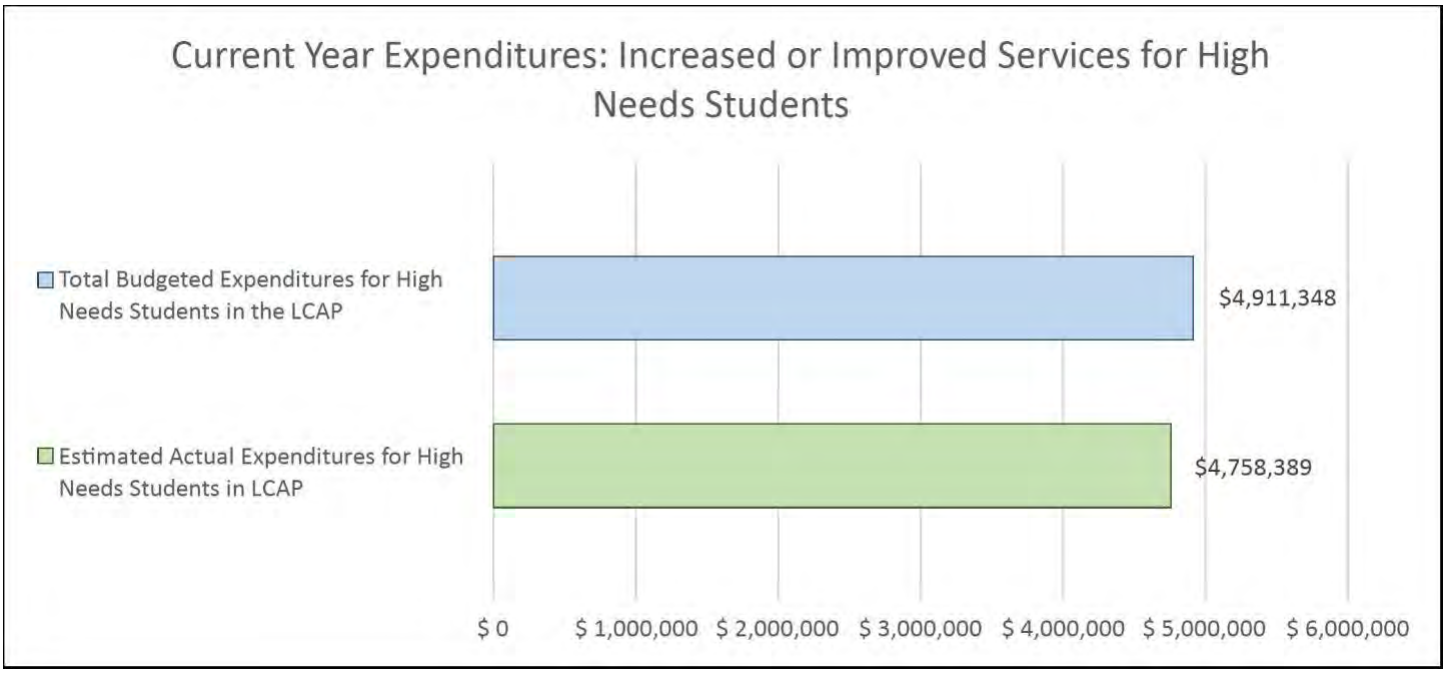
LEA wide - Goal 3 Action 4 and 6 - CSD will refine our small group math instruction practice into the middle school and elementary schools. This will involve staff observation and collaboration between staff at both levels.

LEA wide - Goal 1 Action 7 - We will begin the process of starting small group reading instruction by piloting these groups at the Ontario Center School for possible replication at the other school sites through the existing ELA coaches.

LEA wide - Goal 5 Action 5 - CSD will continue to support social and emotional learning through the Responsibility Centered Discipline program and In-school solutions program. These programs, especially the in-school solutions programs at all the sites, did not get implemented until the end of the year and need time to be fully implemented.

LCFF Budget Overview for Parents

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



This chart compares what Cucamonga 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 Cucamonga 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, Cucamonga School District's LCAP budgeted $4,911,348 for planned actions to increase or improve services for high needs students. Cucamonga School District estimates that it will actually spend $4,758,389 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
Cucamonga School District	Janet Temkin Superintendent	jtemkin@cuca.k12.ca.us (909)987-8942

2017-20 Plan Summary

The Story

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

The Cucamonga School District is located in the western end of San Bernardino County in the city of Rancho Cucamonga and Ontario. As one of four K-8 elementary districts in the city, the students feed into the Chaffey Joint Union High School District. The district has three elementary schools (K-5) and one middle school (6-8) serving a diverse student population of approximately 2,458. The district's ethnicity is composed of 70.1% Hispanic,14% African-American, 8% White, 3.5% Asian, and the remaining 4.4% students identified as American Indian, Pacific Islanders, Filipino, and other groups.

The Cucamonga School District, with an appreciation for diversity, provides a comprehensive education that promotes academic, emotional and social development, which enables students to be lifelong learners and realize their full potential as

contributing members of society.
“In the Cucamonga School District, student achievement is the focus of the District and everyone is motivated to help all students succeed academically, socially, and economically. A partnership between administration, staff, parents, students, and community allows everyone to share the responsibility and to work together to ensure achievement and success for all students. Our highly qualified staff uses standards, data and research to continuously improve classroom instruction. Student success is enhanced by an environment where tolerance is promoted and everyone is treated with respect and dignity.”



LCAP Highlights

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

Through work with our stakeholders we have identified six goals to focus on over the next three years.

- GOAL 1 - Reading - CSD will provide a high quality comprehensive English Language Arts program focused on reading. 19 Actions/Services (pp. 47-70)
- GOAL 2 - Basic Services: CSD will ensure teachers have the correct credentials, students have access to the core curriculum, and facilities are excellent. 3 Actions/Services (pp. 71 - 77)
- GOAL 3 - Math: CSD will provide a high quality comprehensive English Language Arts program focused on California Standards. 9 Actions/Service (pp.78 - 89)
- GOAL 4 - Increased Opportunities: CSD will increase intervention, enrichment, electives, clubs and sports for students. 5 Actions/Services (pp. 90 - 101)
- GOAL 5 - Increased Safety: CSD will provide a positive and safe environment for students. 6 Actions/Services (pp. 102 - 110)

- GOAL 6 Parent Engagement: CSD will increase parent involvement and two way communication. 5 Actions/Services (pp. 111 - 117)



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

CSD made the most growth in math, decreased the gap to meeting standards by 3 points, in the 2017-2018 school year. Specific subgroups exceeded that growth and cut down the achievement gap were low income students by 3.5 points and African American students by 10 points. These same groups also cut down the achievement gap in ELA as well with low income students decreasing the gap by 3.9 points and African American students by 10.6 points

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

In 2017-2018 the Students with Disabilities subgroup remains the group with the largest gap to meeting standards with 106.4 points in ELA and 133.9 in math. We used student inclusion, UDL, and co-teaching in 2018-2019. We will add targeted professional development for special ED and general Ed teaching staff in ELA and Math in 2019-2020. The special ED training will include best practices for certificated and classified staff.

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 Students with Disabilities population is the subgroup that fits this criteria in both ELA and math. Professional development on student inclusion, UDL, and co-teaching was done in 2017-2018 and more professional development is planned in the 2019-2020 school year which will include math. In additional we will also be implementing/refining RCD and A2A to address the chronic absenteeism for African American and white students and suspensions for foster youth.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were identified in the 2018-2019 school year.

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.

No schools were identified in the 2018-2019 school year.

Monitoring and Evaluating Effectiveness

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

No schools were identified in the 2018-2019 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 1

Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores by 5%. (Performance of Standardized Tests) **18-19** Increase both 2017-2018 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)	Overall in 2018-2019 on the Preliminary SBAC assessment for 3rd grade, 41% percent of our students met or exceeded standards. That is an increase of 1% and does not meet our stated goal. On the claim of reading students scored 66% near/at/above grade level. That is an increase of 8% of our students scored near/at/above grade level. Overall in 2018-2019 ELA Preliminary SBAC Assessment for 6th grade, 30% percent of our students met or exceeded standard. That is a 7% decrease in percentage overall over the previous year. On the claim of reading students scored 57% near/at/above grade level. On the claim of reading that is an decrease by 4% for students near/at/above grade level.

Expected	Actual
Baseline Overall in 2016-2017 on the Preliminary SBAC assessment for 3rd grade, 35% percent of our students met or exceeded standard. That is an increase of 2% of our students met or exceeded standard. On the claim of reading students scored 57% near/at/above grade level. That is an increase of 2% of our students scored near/at/above grade level. Overall in 2016-2017 ELA Preliminary SBAC Assessment for 6th grade, 40% percent of our students met or exceeded standard. That is a 1% increase in percentage overall over the previous year. On the claim of reading students scored 62% near/at/above grade level. On the claim of reading that is an increase by 2% for students near/at/above grade level.	
Metric/Indicator Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient) **18-19** Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient, AMAOs) **Baseline** In 2014 - 2015 CSD had 16.8% of students less than 5 years in EL attain English Proficiency and 56.7% of students 5 years or more in EL attained English Proficiency.	In 2018-2019 CSD had 17.4% of students attained English Proficiency as reported by DataQuest.
Metric/Indicator Our annual reclassification goal is 15% (EL Reclassification Rate) **18-19** Our annual reclassification goal is 15% per year. (EL Reclassification Rate)	In 2018-2019 CSD reclassified 25% of students. Our annual goal is 15%.

Expected	Actual
Baseline In 2015-2016 CSD reclassified 25% of students. Our annual goal is 15%. (EL Reclassification Rate)	
Metric/Indicator The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests) **18-19** The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests) **Baseline** The API is no longer utilized in California. More direction is forthcoming from ESSA.	The API is no longer utilized in California. More direction is forthcoming from ESSA.
Metric/Indicator Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework. (Implementation of CCSS for all students, including EL) **18-19** Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework. **Baseline** The 2016-2017 professional development logs showed 19 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 92% of teachers and 59% of classified instructional aides attended the training offered. That is an increase in attendance percentage by 10% for teachers and an increase in attendance by 2% for classified instructional aides.	The 2018-2019 professional development logs showed 55 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 77% of teachers and 29% of classified instructional aides attended the training offered. That is a decrease in attendance percentage by 9% for teachers and a decrease in attendance by 17% for classified instructional aides.

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
1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.	1.1 Model lessons were created for and with staff by the coaches and consultants. This was part of our lesson study model professional development.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,033 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 4000-4999: Books And Supplies Supplemental and Concentration $1,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,000 3000-3999: Employee Benefits Supplemental and Concentration $1,425 4000-4999: Books And Supplies Supplemental and Concentration $14 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,823.39

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Continue technology training for all instructional staff and parents to enhance student learning.	1.2 Instructional staff received training on data systems,Nearpod, movie making, coding, and digital citizenship. Parents received training on digital citizenship and digital tools to assist students at the site through family night events.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,984.97

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading. 1.4 Collaboration/PLC 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. 1.6 Continued training in Common Core.	1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self motivated reading program. 1.4 Collaboration/PLC 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. 1.6 Training on Common Core through Lesson Study in ELA	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $118,600	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $107,704.18

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Refine and continue Full Day Kindergarten Program	1.7 Continued refining and implementation of Full Day Kindergarten Program	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $509,696	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $499,466.51
		3000-3999: Employee Benefits Supplemental and Concentration $161,408	3000-3999: Employee Benefits Supplemental and Concentration $163,795.52

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Maintain librarian salaries and provide resources for school libraries to increase student literacy primarily directed towards the undiplicated population.	1.8 Maintained librarians, assessed and added resources to school libraries.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $109,905	2000-2999: Classified Personnel Salaries Supplemental and Concentration $118,475.05

		3000-3999: Employee Benefits Supplemental and Concentration $52,916	3000-3999: Employee Benefits Supplemental and Concentration $58,192.87
		4000-4999: Books And Supplies Supplemental and Concentration $40,000	4000-4999: Books And Supplies Supplemental and Concentration $25,371.25

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Assessment of 3rd graders in reading.	1.9 Assessment of 3rd graders in reading. Cost is included in Action 13/Service 1.16	4000-4999: Books And Supplies Supplemental and Concentration $2,336	In LCAP in instructional materials $0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.10 Continued Professional Development for all Instructional Staff in reading instruction.	1.10 Continued Professional Development for all Instructional Staff in reading instruction.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $250,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $265,776.75
		2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,500	2000-2999: Classified Personnel Salaries Supplemental and Concentration $7,421.35
		3000-3999: Employee Benefits Supplemental and Concentration $52,665	3000-3999: Employee Benefits Supplemental and Concentration $52,346.43

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the undiplicated population. Additional	1.11 Maintained 30 minutes of extra instruction	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $744,518	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $744,518

instructional time is a research based practice that will lead to higher achievement.		3000-3999: Employee Benefits Supplemental and Concentration $151,361	3000-3999: Employee Benefits Supplemental and Concentration $151,361

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12 Assessment of 6th graders in ELA	1.12 Assessment of 6th graders in ELA.	4000-4999: Books And Supplies Supplemental and Concentration $2,336	In LCAP as instructional materials $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13 Additional Supplemental Material will be available for student use to support the new ELA/ELD materials adoption.	1.13 Continued training in Common Core	4000-4999: Books And Supplies Supplemental and Concentration $49,670	4000-4999: Books And Supplies Supplemental and Concentration $19,856.89
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $70,992	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $16,955.77

Action 11

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

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.	1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $365,553	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $360,860.47
		2000-2999: Classified Personnel Salaries Supplemental and Concentration $74,922	2000-2999: Classified Personnel Salaries Supplemental and Concentration $70,075.13

		3000-3999: Employee Benefits Supplemental and Concentration $103,370	3000-3999: Employee Benefits Supplemental and Concentration $106,353.03
		4000-4999: Books And Supplies Supplemental and Concentration $1,700	4000-4999: Books And Supplies Supplemental and Concentration $499.99
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,300	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,903.59

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.16 Technology Device Increase and Refresh for Digital Literacy.	1.16 Technology Device Increase and Refresh for Digital Literacy	FD 40 RS 9870 4000-4999: Books And Supplies Special Reserve for Capital Outlay $350,000	4000-4999: Books And Supplies Special Reserve for Capital Outlay 400,554.28
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $179,878	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $235,348.41

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy lessons based on individual skill levels.	1.17 Training was provided by TOA for technology integration for the staff in action 1.18 Maintained TOA position for Technology Integration. 1.19 Maintained tech support positions to support the network and added devices. 1.20. Specific training included coding and multimedia movie	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $91,719	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $91,719
		2000-2999: Classified Personnel Salaries Supplemental and Concentration $130,477	2000-2999: Classified Personnel Salaries Supplemental and Concentration $120,897.33
		3000-3999: Employee Benefits Supplemental and Concentration $76,119	3000-3999: Employee Benefits Supplemental and Concentration $78,826.12

1.18 Maintain TOA position for Technology Integration. 1.19 Maintain tech support positions to support the network and added devices. 1.20 Continue technology training for all instructional staff and parents to enhance student learning.	making for staff and technology in ELA content standards.	4000-4999: Books And Supplies Supplemental and Concentration $1,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,500	4000-4999: Books And Supplies Supplemental and Concentration $1,047.38 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,529.95

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.21 Maintain early intervention/extension classes delivered through push in and pull out models	1.21 Maintained early intervention/extension classes delivered through push in and pull out models	1000-1999: Certificated Personnel Salaries Title I $265,221 3000-3999: Employee Benefits Title I $53,920	1000-1999: Certificated Personnel Salaries Title I $260,696.37 3000-3999: Employee Benefits Title I $52,999.57

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.22 ED Svcs personnel will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the duplicated population.	1.22 The Ed Services department continued monitoring and support of LCAP program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $117,994 2000-2999: Classified Personnel Salaries Supplemental and Concentration $42,427 3000-3999: Employee Benefits Supplemental and Concentration $50,273 4000-4999: Books And Supplies Supplemental and Concentration $1,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $108,160.91 2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,891.05 3000-3999: Employee Benefits Supplemental and Concentration $49,632.61 4000-4999: Books And Supplies Supplemental and Concentration $5,200.19

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.

The professional development for ELA and Technology went very well. We also completed lesson study for ELA with Dr. Pilgreen in 2018-2019. Mr. Alcala, technology integration teacher, led the district through a districtwide wonder and innovation day, WILD Day. Staff were able to share innovative best practices for other staff members. The technology integration teacher on assignment as made a tremendous impact on instruction. The full day kindergarten continues to grow and provide students additional instructional time over the half day program.

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

The implementation of the services have resulted in a reduction of the achievement gap over all on the SBAC Preliminary scores from a 28 point gap in 2017-2018 to a gap of 22 in 2018-2019. In addition, there was an increase of 1% of student scoring at meeting or exceeding standards on the Preliminary SBAC scores for ELA in 3rd grade.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A.

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.

Action/ Service 1.12 was moved to Goal 3 Act 1.

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

Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) (Rate of Teacher Misassignment) **18-19** Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) **Baseline** In 2016-2017, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2018-19, 100% of teachers appropriately assigned and credentialed. (Credential Report)
Metric/Indicator Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) (Student access to standards-aligned instructional materials)	In 2018 -2019, 100% of students have access to standards aligned curriculum and materials.(Williams Report)

Expected	Actual
18-19 Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) **Baseline** In 2016-2017, 100% of students have access to standards aligned curriculum and materials.(Williams Report).	
Metric/Indicator Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) (Facilities in good repair) **18-19** Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) **Baseline** In 2015-2016, 94.44% of facilities have a good or higher rating with minimal deficiencies. (FIT Report)	In 2018-2019, 93.33% of facilities have a good or higher rating with minimal deficiencies. (FIT Report) That is a decrease of 1.11% of facilities have a good or higher rating with minimal deficiencies.

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
2.1 Maintain 100% of teachers appropriately assigned and credentialed.	2.1 In the 2018-2019 school year 100% of teachers were appropriately assigned and credentialed.	1000-1999: Certificated Personnel Salaries LCFF $7,434,138	1000-1999: Certificated Personnel Salaries LCFF $7,365,658.53
		3000-3999: Employee Benefits LCFF $1,511,361	3000-3999: Employee Benefits LCFF $1,497,438.38
		1000-1999: Certificated Personnel Salaries Special Education $1,664,868	1000-1999: Certificated Personnel Salaries Special Education $1,617,619.32

		3000-3999: Employee Benefits Special Education $345,089	3000-3999: Employee Benefits Special Education $328,862

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Maintain 100% of students having access to standards aligned curriculum and materials.	2.2 All students had a 100% access to standards aligned curriculum and materials. No additional materials were necessary to meet Williams requirements.	4000-4999: Books And Supplies LCFF $20,000	4000-4999: Books And Supplies LCFF $20,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Continuance of Deferred Maintenance Program.	2.3 Maintenance program was continued and expanded.	2000-2999: Classified Personnel Salaries LCFF $317,433	2000-2999: Classified Personnel Salaries LCFF $319,868.90
		3000-3999: Employee Benefits LCFF $111,552	3000-3999: Employee Benefits LCFF $105,372.04
		4000-4999: Books And Supplies LCFF $118,732	4000-4999: Books And Supplies LCFF $102,619.21
		5000-5999: Services And Other Operating Expenditures LCFF $169,017	5000-5999: Services And Other Operating Expenditures LCFF $180,990.93

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Continue part time custodial services to enhance student health and safety.	2.4 Continued part time custodial services to enhance student health and safety.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $43,281	2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,914.91
		3000-3999: Employee Benefits Supplemental and Concentration $12,286	3000-3999: Employee Benefits Supplemental and Concentration $9,451.29

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.

There has been a drop on the facilities ratings, which still remain in good overall condition with a high rating. We contracted an independent evaluator to conduct the FIT inspections.

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

There was a decrease in the facilities rating in 2018-2019. The decrease in the facilities rating was due to a closer inspection of the facilities. This in turn lead to more rigorous and regular inspection of the facilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A.

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.

N/A.

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

Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase of 5% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) (Performance on standardized tests) **18-19** Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).	Increase of 5% achievement for all students over baseline (Preliminary CAASPP Scores and District Benchmark Assessments). This goal was not met for the over all Math on the SBAC. This goal was not met for math SBAC, but there was growth, a 1% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 42% near/at/above grade level. On the claim of concepts and procedures that is an increase by 1% near/at/above grade level. Overall in 2018-2019 Preliminary Math SBAC Assessment for 6th grade, 16% percent of our students met or exceeded standard. That is a decrease in 4% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 31% near/at/above grade level. On the claim of concepts and procedures that is decrease by 6% near/at/above grade level. Overall on the 2018-2019 Illuminate Math Blue Benchmark 27.6% percent of our students met or exceeded standard, which is a 1.6% increase over 2017-2018.

Expected	Actual
Baseline Increase of 5% achievement for all students over baseline (Preliminary CAASPP Scores and District Benchmark Assessments). This goal was not met for the over all Math on the SBAC. This goal was not met for math SBAC, but there was growth, a 2% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 42% near/at/above grade level. On the claim of concepts and procedures that is an increase by 1% near/at/above grade level. Overall in 2016-2017 Preliminary Math SBAC Assessment for 6th grade, 20% percent of our students met or exceeded standard. That is an increase in 1% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 31% near/at/above grade level. On the claim of concepts and procedures that is decrease by 2% near/at/above grade level. Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.	On the claim of concepts and procedures students scored 46% near/at/above grade level, which is 1% decrease over 2017-2018.
Metric/Indicator An increase in performance on district assessments in math. (Other Indicators of student performance in required areas of study.) **18-19** An increase in performance on district assessments in math. **Baseline** Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.	Overall on the 2018-2019 Illuminate Math Blue Benchmark 27.6% percent of our students met or exceeded standard, which is a 1.6% increase over 2017-2018. On the claim of concepts and procedures students scored 46% near/at/above grade level, which is 1% decrease over 2017-2018.

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
3.1 Continue to refine and administer math assessments to 6th grade students	3.1 Assessment of 6th graders was done through benchmark assessments delivered three times throughout the year. Grade levels are shifting to the Interim Assessment Blocks from CAASPP. No additional expense was required for this assessment	4000-4999: Books And Supplies Supplemental and Concentration $1000	In LCAP as instructional materials $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.	3.2 Common core training in math was delivered by consultants and the math TOA in site and district delivered sessions. Supported by goal 1.12	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Continue to use current intervention program and provide support training. (Will be paid out of site funds)	3.3 Specific math workshops for parents were delivered at each site. Included in service 6.2	Duplicate # included in Goal 1 Action 13	$8k included in GLA 1 ACT 13

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed (Math and Science).	3.4 Literacy coaches provided specific professional development at the sites including model lessons, co-teaching, and small group discussions.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000
		3000-3999: Employee Benefits Supplemental and Concentration $4,066	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4,066

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.	3.5 Maintained hours of Instructional Assistants for math intervention. No additional funding was necessary.	Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7
		Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Maintain Math TOA	3.6 Maintained Math TOA	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $97,179	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $97,179
		3000-3999: Employee Benefits Supplemental and Concentration $29,387	3000-3999: Employee Benefits Supplemental and Concentration $31,988.65
		4000-4999: Books And Supplies Supplemental and Concentration $1,000	4000-4999: Books And Supplies Supplemental and Concentration $1,047.39
		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

		Supplemental and Concentration $2,500	Supplemental and Concentration $1,529.94

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 through project based learning and middle school robotics elective. 3.8 Continued technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,033	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,033

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.

In examination of the data we are finding that math intervention has become a practice that we need to improve on. Math TOA provided math demonstration lessons to staff and parents and support to newly formed math cohorts and existing coaches. Science coaches started their first full year and did a great job with consultants preparing us for future STEAM labs in CSD and implementation of New NGSS materials.

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

There were some smaller gains in math achievement scores, but we recognize there is a long way to go. Math TOA and coaches were working closely to provide instructional support which yielded a slight increase in scores in the concepts and procedures claim.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A.

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.

Next year we will be implementing a change in the PD model allowing more choice and support for staff. This will include math cohorts and continued work on small group instruction. This will not cost any additional money. This is related to the PD in the ELA and math sections. We are changing how we deliver PD.

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 4

Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule **18-19** Maintain opportunities for intervention/enrichment services and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule) Cucamonga School District wants to see a decrease in the following: Reduce Chronic absentee count in Cucamonga by 0.05% of the total district population. Maintain a 0% Middle School Dropout Rate for the 2017 - 2018 school year.	Opportunities for intervention/enrichment services will be increased. (AERIES Attendance Report and Master Schedule). This goal was met for participation and chronically absent. The middle school maintained the number of student in enrichment to 99% in 2018-2019. The middle school has 79% of their students in intervention, which is a total of 553 students. The middle school's decreased the number of students in intervention by 35 total students which matched the drop with declining enrollment. A total of 710 of our students at the elementary school participated in intervention programs, which represents about 44% of our students at the elementary schools for 2018-2019 That is a increase in number by 121 students. A total of 564 of our students at the elementary school participated in our after school enrichment programs, which represents about 35% of our students at the elementary schools for 2018-2019. That is a decrease in number by 166 students. However, all of our students in elementary school

Expected	Actual
Baseline Opportunities for intervention/enrichment services will be increased. (AERIES Attendance Report and Master Schedule). This goal was met for participation, but not chronically absent. The middle school increased the number of student in enrichment to 98% for a total of 736 students in 2016-2017. That is in an increase in number by 58 students and by 11% overall. The middle school has 63% of their students in intervention, which is a total of 473 students. This occurred due to the implementation of the 7 period day, which provided more support for students than in the past. The middle school's increased the number of students in intervention by 391 total students. A total of 488 of our students at the elementary school participated in intervention programs, which represents about 29% of our students at the elementary schools for 2016-2017 That is a decrease in number by 161 students and percentage by 8%. A total of 766 of our students at the elementary school participated in our after school enrichment programs, which represents about 45% of our students at the elementary schools for 2016-2017. That is an increase in number by 146 students and percentage by 10%.	had enrichment through art, music, and project based learning classes throughout the year. A total of 10.3% of the total student population were chronically absent in 2017-2018. A total of 7% of the total student population were chronically absent in preliminary 2018-2019 data. This is a 3.3% decrease overall. The middle school dropout rate in 2018-2019 was 0%.
Metric/Indicator 100% of students are in required curriculum (Student access and enrollment in all required areas of study) **18-19** 100% of students are in required curriculum **Baseline** 100% of students are in required curriculum. CSD wants to maintain that level every year.	100% of students are in required curriculum (Student access and enrollment in all required areas of study)
Metric/Indicator CSD wants to lower the chronic absenteeism rate every year. (Chronic absenteeism rates)	A total of 10.3 % of the total student population were chronically absent in 2017-2018. A total of 7% of the total student population were chronically absent in preliminary 2018-2019. This is a 3.3% decrease overall.

Expected	Actual
18-19 CSD wants to lower the chronic absenteeism rate every year. **Baseline** A total of 236 students or 9.5% of the total student population were chronically absent in 2014-2015. A total of 185 students or 7.3% of the total student population were chronically absent in 2015-2016. That is an increase of 51 students and 2.2% increase overall.	
Metric/Indicator CSD wants no student dropouts at the middle school level. (Middle School Dropout Rate) **18-19** CSD wants no student dropouts at the middle school level. **Baseline** The percentage of middle school dropouts in 2016-2017 was 0%	The middle school dropout rate in 2018-2019 was 0%.
Metric/Indicator CSD wants to increase the attendance rate yearly. (School Attendance Rates) **18-19** CSD wants to increase the attendance rate yearly. **Baseline** In 2016-2017 the Actual Attendance Rate was 95.40%	In 2018-2019 the Actual Attendance Rate was 95.74%. In 2017 - 2018 the Actual Attendance Rate was 96% which is an increase in the attendance rate over the previous year. That is a slight decrease from previous year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Continued implementation of intervention/enrichment programs	4.1 Intervention and enrichment classes were held at the sites. Programs included Robotics, Technology, Art, and Music. Included in service 1.3.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $234,946	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $231,133.48
		3000-3999: Employee Benefits Supplemental and Concentration $68,717	3000-3999: Employee Benefits Supplemental and Concentration $70,669.27
		4000-4999: Books And Supplies Supplemental and Concentration $20,000	4000-4999: Books And Supplies Supplemental and Concentration $14,319.39
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $319
			6000-6999: Capital Outlay Supplemental and Concentration $5,294.84

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Maintain personnel, time and increased course offerings for students electives.	4.2 Maintain personnel, time and increased course offerings for students. Students had the same amount of programs available. Cost included in service 2.1.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $70,034	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $70,407.47
		2000-2999: Classified Personnel Salaries Supplemental and Concentration $2,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration $244.72

		3000-3999: Employee Benefits Supplemental and Concentration $16,086	3000-3999: Employee Benefits Supplemental and Concentration $14,903.02

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child	4.3 There was an increase in opportunities for the students at all sites in 2018-2019. Other clubs and sports, such as basketball, occurred on all sites.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $31,500 3000-3999: Employee Benefits Supplemental and Concentration $6,402 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $31,500 3000-3999: Employee Benefits Supplemental and Concentration $6,397.76 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $30,923.49

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Material cost for 7th period at the Middle School.	4.4 The seven period day at the middle school allowed additional opportunities for students to have electives. No additional funding was necessary. The principal arranged the master schedule during his regular work hours. Cost included in service 2.1.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs	4.5 Continued use of flexible scheduling to allow students to access electives, sports, and clubs	No additional cost associated with this service.	No additional cost associated with this service.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Continue and maintain summer school program.	4.6 Continued and maintain summer school program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $14,214	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $42.62
		3000-3999: Employee Benefits Supplemental and Concentration $2,889	3000-3999: Employee Benefits Supplemental and Concentration $8.64
		4000-4999: Books And Supplies Supplemental and Concentration $700	4000-4999: Books And Supplies Supplemental and Concentration $600
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $58,500	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Analysis

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

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

The after-school enrichment programs this year provided by our skilled staff offered more opportunities and variety than ever before at the elementary schools. Robotics classes for middle school students continued to provide opportunities for students to engage in 21st century learning.

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

The program was effective in the number of students participating the enrichment programs. The intervention program numbers seem to be mixed, but really reflect a more accurate picture of the needs of the middle school students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A.

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.

N/A.

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 5

Decrease the number of student referrals, suspension, and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Reduce number of student referrals, suspensions, and expulsions by 2% over previous school year (AERIES - Suspension and Expulsion Reports) (Student suspension rates) **18-19** Reduce number of student referrals, suspensions, and expulsions by 2% over 2017 - 2018 (AERIES - Suspension and Expulsion Reports)	Reduce number of student referrals, suspensions, and expulsions by 2% over baseline (AERIES – Suspension and Expulsion Reports) This goal was not met for student referrals, suspensions and expulsions. There were 2456 referrals for the 2018-2019 school year that is a significant increase over the 1967 referrals in 2017-2018 school year. The 133 students were suspended which increased by 27 students in 2017-2018 over the previous year. In 2018-2019 school year there were a total of 223 out of school suspensions which is 58 more than the 2016-2017 school year. CSD had 6 expulsions in 2018-2019 which is the same amount as 2017-2018.

Expected	Actual
Baseline Reduce number of student referrals, suspensions, and expulsions by 2% over baseline (AERIES – Suspension and Expulsion Reports) This goal was met for student referrals, but not for suspensions and expulsions. There were 1489 student referrals in 2016-2017. There were 1720 student discipline reports in 2015-2016. That is a decrease of 231 referrals or 13% for the 2016-2017 school year. The 106 students were suspended increased by 29 students in 2016-2017 over the previous year. In the 2016 - 2017 school year CSD had 165 suspensions for a total of 336 days. The total number of suspensions increased by 55 incidents and overall by 33%. The number of suspension days increased by 33% or 111 days.	
Metric/Indicator The district will use the CHKS biannually to measure school climate. CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings. (Other Local Measures) **18-19** CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings. **Baseline** In 2015-2016 82% students felt safe at school.	In 2017-2018, 69% of students felt safe at school. We take the CHKS in 2019-2020.
Metric/Indicator CSD will reduce the number of expulsions each year. (Student expulsion rates) **18-19** CSD will reduce the number of expulsions each year. **Baseline**	CSD had 6 expulsions in 2018-2019 which is the same amount as 2017-2018. This makes up for .2% of the total population.

Expected	Actual
CSD had 2 expulsions in 2016-2017. That is an increase of 1 expulsion	

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
5.1 Continue and maintain access to health care providers, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased.	5.1 Nurses, health clerks, parent liaisons, and school partnerships with outside agencies allowed access to services for students and families.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $94,749	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $94,749
		2000-2999: Classified Personnel Salaries Supplemental and Concentration $87,395	2000-2999: Classified Personnel Salaries Supplemental and Concentration $92,245.84
		3000-3999: Employee Benefits Supplemental and Concentration $35,770	3000-3999: Employee Benefits Supplemental and Concentration $38,785.29
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $24,500	5700-5799: Transfers Of Direct Costs Supplemental and Concentration $40,000
		5000-5999: Services And Other Operating Expenditures LEA Medical $73,500	5000-5999: Services And Other Operating Expenditures LEA Medical $73,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff	5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $50,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,342

development costs for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added.	development costs for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. In school solutions aides were added in March of 2019.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $23,324 3000-3999: Employee Benefits Supplemental and Concentration $12,292 2000-2999: Classified Personnel Salaries Title I $65,471 3000-3999: Employee Benefits Title I $5,107	2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,581.59 3000-3999: Employee Benefits Supplemental and Concentration $7,296.35 2000-2999: Classified Personnel Salaries Title I $16,429.82 3000-3999: Employee Benefits Title I $2,188.35

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.5 Maintain school psychologist	5.5 Maintained school psychologist	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $97,740 3000-3999: Employee Benefits Supplemental and Concentration $27,654	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $97,740 3000-3999: Employee Benefits Supplemental and Concentration $30,054.84

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. -	5.6 This was embedded in the PBIS, RCD, and Second Step training in goal 5.3.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $17,050	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $17,050

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.

We are working on improving the PBIS program. This year we worked as a district to better monitor the effectiveness of the program through data. Students were provided incentives for positive behavior based
on the school PBIS matrix. The RCS Give em FIve program was delayed in it's start. The in school solution advisors were not hired until March of 2019.

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

The PBIS program continues to run in the CSD. Its implementation is getting better incrementally. However, more time needs to be spent on Tier 3 implementation and support of the program and streamlining the process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The RCS Give em Five program was delayed in it's start. The in school solution advisors were not hired until March of 2019. This will show in the difference between the budgeted amount and the 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.

Staff will continue to implement RCD.

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 6

Increase Parent Participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase parent participation by 5% over baseline(Sign-In Sheets, Surveys, Parent Count, and Online Communication) (Promotion of parent participation) **18-19** Increase parent participation by 5% over baseline (Parent Count) **Baseline** Increase parent participation by 5% over baseline(Sign-In Sheets). This goal was met and exceeded. in CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.	Increase parent participation by 5% over baseline(Sign-In Sheets). This goal was not met for the input session, but was met for the survey. 41 parents attended the LCAP parent input session in February 2019, which is an 22.6% decrease. 798 participants responded to the CSD survey about the LCAP, which is 12% decrease, but far better than two years ago or our baseline data.
Metric/Indicator Staff including parent liaisons use multiple methods of communication to increase parent input.	41 parents attended the LCAP parent input session in February 2019, which is an 22.6% decrease. 798 participants responded to the CSD survey about the LCAP, which is 12% decrease, but far better than two years ago or our baseline data.

Expected	Actual
(Efforts to seek parent input) **18-19** CSD wants to expand efforts yearly to increase parent input. **Baseline** In CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.	

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
6.1 Through Site Parent liaisons:Continue to increase two way communication	6.1 Better use of Aeries Communication and Website addition of parent Liaisons for the school websites.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $40,715 3000-3999: Employee Benefits Supplemental and Concentration $5,221	2000-2999: Classified Personnel Salaries Supplemental and Concentration $42,145.29 3000-3999: Employee Benefits Supplemental and Concentration $5,331.82

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.2 Maintain parent classes and community resources based on parent needs.	6.2 Maintained parent classes and community resources based on parent needs. Community partnership with the City of Rancho Cucamonga expanded the opportunities.	4000-4999: Books And Supplies Title I $7,432	2000-2999: Classified Personnel Salaries Supplemental and Concentration $662.91 2000-2999: Classified Personnel Salaries Supplemental and Concentration $84.69

			4000-4999: Books And Supplies Supplemental and Concentration $1,266.56
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $176.78
			4000-4999: Books And Supplies Title I $150

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.3 Maintain parent centers at sites to increase two way communication by researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).	6.3 Maintained parent centers at sites to increase two way communication by researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).	4000-4999: Books And Supplies Supplemental and Concentration $4,800	4000-4999: Books And Supplies Supplemental and Concentration $1,218.23

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.4 Maintain updated school and District website information and communication to parents. 6.5 Contribute information and communication to parents for school and District website. 6.6 Continue to increase communication with the unduplicated populations	6.4 Maintained updated school and District website information and communication to parents. 6.5 Contributed information to parents for school and District website. 6.6 Continued to increase communication with the unduplicated populations	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,750	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,250

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.

CSD continued to use the Aeries Communication system this year, which includes multiple methods of two way communication this year. The presence of Parent Liaisons continues to greatly improve the bridge between the school and community. They maintain the parent center and provide a multitude of services for our families in the community. Parent classes were run by the sites for specific needs as articulated by the site parent surveys.

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

We had more involvement in the community than this year. The services provided greater engagement with the community than ever before. The parent liaisons and the city of Rancho Cucamonga were crucial for this improvement. The parent involvement numbers decreased overall, but we had a great year the previous year on returned surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A.

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.

N/A.

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?

LCAP Committee – Stakeholders include parents of unduplicated populations, parents from the base population, school board member, classified, certificated, principals, and administration staff members. A total of 40 people were included in the committee. All unduplicated parent groups were represented at our parent stakeholder night which was lead by principals. RCMS leadership students contributed the feedback process.

LCAP Committee Meeting (LCAP Review of Data/Evaluation of Goals and Services) – December 7, 2017

LCAP Committee Meeting (Continued Evaluation of Goals and Services/ Refine Goals/ Add New Goals and Services) - December 7, 2017

LCAP Community Input and Stakeholder Feedback – Jan - Feb. 2018

LCAP Parent Stakeholder Meeting - February 6, 2018

LCAP Committee Meeting (Goal and Service Refinement) – March 22, 2018

LCAP Committee Meeting (Reviewing, Evaluating, Re-Prioritizing Services) – May 17, 2017

Parent Advisory and DELAC Committee Meeting – May 15, 2018

Public Board Hearing – June 14, 2018

Final Board Approval – June 21, 2018

Impact on LCAP and Annual Update

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

The steering committee created the draft of the LCAP goals and services from evaluating the data and input of the community.

The steering committee reviewed the LCAP process, plan, and budget. The LCAP committee engaged in large group activities to review specific sections on the plan. The LCAP committee then reviewed its purpose and yearly cycle of improvement.

The LCAP committee evaluated the goals and services through the use of data. Local and state data was used to determine progress towards LCAP goals and services up to that date. We began implementing the School Solutions program and needed more time to implement it. It was only functional the last two months of school and due to the short amount of time we were unable to collect enough data to indicate if it has made an impact.

The community was invited to review, rate, and comment on the draft goals and services via a web-based survey utilizing Google Forms. A phone message was made to all the parents inviting them to participate in the survey via a one click web link in both English and Spanish. Consultation was made with the teachers and classified unions which generated specific feedback on the goals and services. Additional consultation was made with ASB students at Rancho Middle School, District Budget Advisory Committee, Administrative Council, District Advisory Committee (Parent Advisory Committee), DELAC, and the Cucamonga School Board.

The district conducted a parent meeting at Rancho Middle School. The district provided dinner and child care to families that attended the event. All schools were represented, and translation was provided for Spanish speaking parents. A review of the LCAP process was shared. Parents were then invited to participate in a carousel activity to provide specific feedback on all the draft goals and services for the 2017-2020 draft LCAP. The input was recorded and prepared for the next LCAP meeting to provide feedback for plan modification.

The LCAP committee reviewed current feedback from local stakeholders and modified the 2017-2020 draft LCAP. The feedback was evaluated for major themes that spanned multiple groups to determine priorities from the feedback. The changes were to continue using the RCD in School Solutions program, which did not have enough time to impact achievement but we will have results for the 19-20 school year.

The LCAP Committee reviewed and evaluated all of the final feedback from the stakeholder groups. A draft budget to address the prioritized goals and services was presented for input. The final lag data was also reviewed for the annual update.

The draft LCAP will be sharede with the DAC/DELAC, by statute, to get their input and comments. The committee shared very positive feedback on the draft LCAP.

The Board was presented the draft LCAP plan for public comment.

The Cucamonga School Board had a second reading of the LCAP plan and approved the LCAP plan.

The LCAP committee reviewed additional lag data. Data included state financial data.

All stakeholder input from the community meetings was recorded, organized under each of the state priorities and district goals, and discussed by the district leadership team. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture the ways in which all stakeholders wish to promote academic success for our students, it must be noted that resource restraints; time, financial and personnel, led the prioritization of the actions steps to be taken.

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)

Modified Goal

Goal 1

Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Students need to increase their reading achievement based off of CST data. In 2012 - 2013 only 36% of 3rd grade students were proficient or above on the CST test in ELA.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores by 5%. (Performance of Standardized Tests)	Overall in 2016-2017 on the Preliminary SBAC assessment for 3rd grade, 35% percent of our students met or exceeded standard. That is an increase of 2% of our students met or exceeded standard. On the claim of reading students scored 57% near/at/above grade	Increase both 2016-2017 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)	Increase both 2017-2018 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)	Increase both 2018-2019 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	level. That is an increase of 2% of our students scored near/at/above grade level. Overall in 2016-2017 ELA Preliminary SBAC Assessment for 6th grade, 40% percent of our students met or exceeded standard. That is a 1% increase in percentage overall over the previous year. On the claim of reading students scored 62% near/at/above grade level. On the claim of reading that is an increase by 2% for students near/at/above grade level.			
Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient)	In 2014 - 2015 CSD had 16.8% of students less than 5 years in EL attain English Proficiency and 56.7% of students 5 years or more in EL attained English Proficiency.	Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient, AMAOs)	Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient, AMAOs)	Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient, AMAOs)
Our annual reclassification goal is 15%	In 2015-2016 CSD reclassified 25% of	Our annual reclassification goal is 15% per year.	Our annual reclassification goal is 15% per year.	Our annual reclassification goal is 15% per year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(EL Reclassification Rate)	students. Our annual goal is 15%. (EL Reclassification Rate)	(EL Reclassification Rate)	(EL Reclassification Rate)	(EL Reclassification Rate)
The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests)	The API is no longer utilized in California. More direction is forthcoming from ESSA.	The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests)	The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests)	The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests)
Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework. (Implementation of CCSS for all students, including EL)	The 2016-2017 professional development logs showed 19 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 92% of teachers and 59% of classified instructional aides attended the training offered. That is an increase in attendance percentage by 10% for teachers and an increase in attendance by 2% for classified instructional aides.	Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.	Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.	Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.	1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.	1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,828	$2,033	$2,257
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$10,000	$10,000	$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$8,380	$1,000	$150
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$4,000
Source			Title II
Budget Reference			5000-5999: Services And Other 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)

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.2 Continue technology training for all instructional staff and parents to enhance student learning.	1.2 Continue technology training for all instructional staff and parents to enhance student learning.	1.2 Continue technology training for all instructional staff and parents to enhance student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$10,000	$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			$8,000
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading. 1.4 Collaboration/PLC 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. 1.6 Continued training in Common Core.	1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading. 1.4 Collaboration/PLC 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. 1.6 Continued training in Common Core.	1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading. 1.4 Collaboration/PLC 1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. 1.6 Continued training in Common Core.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$109,000	$118,600	$20,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			$89,500
Source			Title II
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7 Refine and continue Full Day Kindergarten Program	1.7 Refine and continue Full Day Kindergarten Program	1.7 Refine and continue Full Day Kindergarten Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$499,364	$509,696	$514,528
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$140,807	$161,408	$173,915
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.8 Maintain and assess resources for school libraries.	1.8 Maintain librarian salaries and provide resources for school libraries to increase student literacy primarily directed towards the undiplicated population.	1.8 Maintain librarian salaries and provide resources for school libraries to increase student literacy primarily directed towards the undiplicated population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$39,462	$109,905	$110,997
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$53,385	$52,916	$56,621
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$24,235	$40,000	$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	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)

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.9 Assessment of 3rd graders in reading.	1.9 Assessment of 3rd graders in reading.	Moved to Goal 3 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,013	$2,336	$0
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	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)	**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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.10 Continued Professional Development for all Instructional Staff in reading instruction.	1.10 Continued Professional Development for all Instructional Staff in reading instruction.	1.10 Continued Professional Development for all Instructional Staff in reading instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200,000	$250,000	$205,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$39,881	$6,500	$8,942
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$11,500	$52,665	$49,073
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.11 Maintain 30 minutes of extra instruction.	1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the unduplicated population. Additional instructional time is a research-based practice that will lead to higher achievement.	1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the unduplicated population. Additional instructional time is a research-based practice that will lead to higher achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$735,442	$744,518	$740,138
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$134,439	$151,361	$167,049
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

1.12 Assessment of 6th graders in ELA	1.12 Assessment of 6th graders in ELA	Moved to Goal 3 Act 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,013	$2,336	0
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

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

Actions/Services

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

1.13 Additional Common Core Material.	1.13 Additional Supplemental Material will be available for student use to support the new ELA/ELD materials adoption.	1.13 Additional Supplemental Material will be available for student use to support the new ELA/ELD materials adoption.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$146,199	$49,670	$38,645
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$36,678	$70,992	$50,517
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)	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	

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		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.14 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. - Moved to goal 5.6		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

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)	**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	

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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models	1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.	1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$374,290	$365,553	$355,726
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$76,100	$74,922	$76,843
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$96,703	$103,370	$125,734
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,500	$1,700	$1,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$1,750	$4,300	$4,300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.16 Technology Device Increase and Refresh for Digital Literacy.	1.16 Technology Device Increase and Refresh for Digital Literacy.	1.16 Technology Device Increase and Refresh for Digital Literacy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$350,000	$350,000	$350,000
Source	Special Reserve for Capital Outlay	Special Reserve for Capital Outlay	Special Reserve for Capital Outlay
Budget Reference	4000-4999: Books And Supplies FD 40 RS 9870	4000-4999: Books And Supplies FD 40 RS 9870	4000-4999: Books And Supplies FD 40 RS 9870
Amount	$119,876	$179,878	$213,404
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			$6,834
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 14

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based-programs to differentiate language and literacy lessons based on individual skill levels. 1.18 Maintain TOA position for Technology Integration. 1.19 Maintain tech support positions to support the network and added devices. 1.20 Continue technology training for all instructional staff and parents to enhance student learning.	1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy lessons based on individual skill levels. 1.18 Maintain TOA position for Technology Integration. 1.19 Maintain tech support positions to support the network and added devices. 1.20 Continue technology training for all instructional staff and parents to enhance student learning.	1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy lessons based on individual skill levels. 1.18 Maintain TOA position for Technology Integration. 1.19 Maintain tech support positions to support the network and added devices 1.20 Continue technology training for all instructional staff and parents to enhance student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,620	$91,719	$92,612

Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$128,370	$130,477	$131,777
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$68,696	$76,119	$82,776
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$1,000	$1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$2,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 15

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.21 Maintain early intervention/extension classes delivered through push in and pull out models	1.21 Maintain early intervention/extension classes delivered through push in and pull out models	1.21 Maintain early intervention/extension classes delivered through push in and pull out models

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$251,514	$265,221	$272,418
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$45,977	$53,920	$61,484
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 16

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.22 Continue monitoring and support of LCAP program.	1.22 ED Svcs personnel will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the duplicated population.	1.22 ED Svcs personnel will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the duplicated population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,945	$117,994	$119,164
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$ 6,195	$42,427	$43,069
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$7,076	$50,273	$54,681
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$500	$1,500	$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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

Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Schools need to maintain the high scores on the three facets of Basic Services. In 2014-2015 100% of teachers appropriately assigned and credentialed, 100% of students have access to standards aligned curriculum and materials, and 96.65% of facilities have a good or higher rating with minimal deficiencies.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) (Rate of Teacher Misassignment)	In 2016-2017, 100% of teachers appropriately assigned and credentialed. (Credential Report).	Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)	Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)	Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) (Student access to standards-aligned instructional materials)	In 2016-2017, 100% of students have access to standards aligned curriculum and materials.(Williams Report).	Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)	Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)	Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)
Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) (Facilities in good repair)	In 2015-2016, 94.44% of facilities have a good or higher rating with minimal deficiencies. (FIT Report)	Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)	Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)	Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports)

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)	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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Maintain 100% of teachers appropriately assigned and credentialed.	2.1 Maintain 100% of teachers appropriately assigned and credentialed.	2.1 Maintain 100% of teachers appropriately assigned and credentialed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,506,301	$7,434,138	$7,351,518
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,372,151	$1,511,361	$1,659,238
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,578,468	$1,664,868	$1,598,479
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$289,423	$345,089	$360,776

Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)	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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Maintain 100% of students having access to standards aligned curriculum and materials.	2.2 Maintain 100% of students having access to standards aligned curriculum and materials.	2.2 Maintain 100% of students having access to standards aligned curriculum and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
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)	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	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.3 Continuance of Deferred Maintenance Program.	2.3 Continuance of Deferred Maintenance Program.	2.3 Continuance of Deferred Maintenance Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$288,621	$317,433	$314,311
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$102,839	$111,552	$118,757
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$132,465	$118,732	$298,308
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$178,470	$169,017	$273,200
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Additional part time custodial services to enhance student health and safety.	2.4 Continue part time custodial services to enhance student health and safety.	2.4 Continue part time custodial services to enhance student health and safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,785	$43,281	$45,094
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$8,131	$12,286	$11,162
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

Modified Goal

Goal 3

Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increase the number of 6th grade students competent in ELA and Math. In 2012-2013 CSD students 62% of 6th grade students scored at or above the proficient level in CST ELA and 48% of 6th grade students scored at or above the proficient level in CST Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase of 5% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) (Performance on standardized tests)	Increase of 5% achievement for all students over baseline (Preliminary CAASPP Scores and District Benchmark Assessments). This goal was not met for the over all Math on the SBAC. This goal was not met for math SBAC, but	Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).	Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).	Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	there was growth, a 2% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 42% near/at/above grade level. On the claim of concepts and procedures that is an increase by 1% near/at/above grade level. Overall in 2016-2017 Preliminary Math SBAC Assessment for 6th grade, 20% percent of our students met or exceeded standard. That is an increase in 1% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 31% near/at/above grade level. On the claim of concepts and procedures that is decrease by 2% near/at/above grade level.			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.			
An increase in performance on district assessments in math. (Other Indicators of student performance in required areas of study.)	Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.	An increase in performance on district assessments in math.	An increase in performance on district assessments in math.	An increase in performance on district assessments in math.

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)
[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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Assessment of 6th graders in Math	3.1 Continue to refine and administer math assessments to 6th grade students	3.1 Continue to refine and administer math assessments to 6th grade students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$272
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.2 Continued training in Common Core Math	3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.	3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,228		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Duplicate number included in Goal 1.9 Action 7	Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7
Amount	$772		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Duplicate number included in Goal 1.9 Action 7	Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Math intervention program in place and training on going.	3.3 Continue to use current intervention program and provide support training. (Will be paid out of site funds)	3.3 Continue to use current intervention program and provide support training. (Will be paid out of site funds)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,000		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures	Duplicate # included in Goal 1 Action 13	Duplicate # included in Goal 1 Action 13

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed . (Math and Science)	3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed (Math and Science).	3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed (Math and Science).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,656	$4,066	$4,514
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	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)

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.	3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.	3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Duplicate number included in Goal 1.9 Action 7	Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7
Amount	$769		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Duplicate number included in Goal 1.9 Action 7	Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7

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)

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.6 Maintain Math TOA	3.6 Maintain Math TOA	3.6 Maintain Math TOA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,026	$97,179	$98,126
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$27,001	$29,387	$31,778
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$1,000	$1,000

Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$2,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4	3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4	3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4

3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,828	$2,033	$2,257
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

Modified Goal

Goal 4

Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students need more support in intervention and enrichment. The middle school increased the number of student in enrichment by 27% to a total of 602 in 2014-2015 for a baseline of 80%. The middle school's baseline for students in intervention is 11.3% of students to a total of 85 in 2014-2015. A total of 750 of our students at the elementary school participated in intervention programs, which represents about 43% of our students at the elementary schools for 2014-2015. A total of 352 of our students at the elementary school participated in our after school enrichment programs, which represents about 20% of our students at the elementary schools for 2014-2015.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES	Opportunities for intervention/enrichment services will be increased. (AERIES Attendance Report and Master Schedule). This goal was met for	Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES	Maintain opportunities for intervention/enrichment services and participation in electives, clubs and/or sports. (AERIES Attendance	Maintain opportunities for intervention/enrichment services, and participation in electives, clubs and/or sports (AERIES Attendance

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Report and Master Schedule	participation, but not chronically absent. The middle school increased the number of student in enrichment to 98% for a total of 736 students in 2016-2017. That is in an increase in number by 58 students and by 11% overall. The middle school has 63% of their students in intervention, which is a total of 473 students. This occurred due to the implementation of the 7 period day, which provided more support for students than in the past. The middle school's increased the number of students in intervention by 391 total students. A total of 488 of our students at the elementary school participated in intervention programs, which represents about 29% of our students at the elementary schools for 2016-2017	Attendance Report and Master Schedule) Cucamonga School District wants to see a decrease in the following: Reduce Chronic absentee count in Cucamonga by 0.005% of the total district population. Maintain a 0% Middle School Dropout Rate for the 2016 - 2017 school year.	Report and Master Schedule) Cucamonga School District wants to see a decrease in the following: Reduce Chronic absentee count in Cucamonga by 0.05% of the total district population. Maintain a 0% Middle School Dropout Rate for the 2017 - 2018 school year.	Report and Master Schedule) Cucamonga School District wants to see a decrease in the following: Reduce Chronic absentee count in Cucamonga by 0.005% of the total district population. Maintain a 0% Middle School Dropout Rate for the 2018 - 2019 school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	That is a decrease in number by 161 students and percentage by 8%. A total of 766 of our students at the elementary school participated in our after school enrichment programs, which represents about 45% of our students at the elementary schools for 2016-2017. That is an increase in number by 146 students and percentage by 10%.			
100% of students are in required curriculum (Student access and enrollment in all required areas of study)	100% of students are in required curriculum. CSD wants to maintain that level every year.	100% of students are in required curriculum	100% of students are in required curriculum	100% of students are in required curriculum
CSD wants to lower the chronic absenteeism rate every year. (Chronic absenteeism rates)	A total of 236 students or 9.5% of the total student population were chronically absent in 2014-2015. A total of 185 students or 7.3% of the total student population	CSD wants to lower the chronic absenteeism rate every year.	CSD wants to lower the chronic absenteeism rate every year.	CSD wants to lower the chronic absenteeism rate every year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	were chronically absent in 2015-2016. That is an increase of 51 students and 2.2% increase overall.			
CSD wants no student dropouts at the middle school level. (Middle School Dropout Rate)	The percentage of middle school dropouts in 2016-2017 was 0%	CSD wants no student dropouts at the middle school level.	CSD wants no student dropouts at the middle school level.	CSD wants no student dropouts at the middle school level.
CSD wants to increase the attendance rate yearly. (School Attendance Rates)	In 2016-2017 the Actual Attendance Rate was 95.40%	CSD wants to increase the attendance rate yearly.	CSD wants to increase the attendance rate yearly.	CSD wants to increase the attendance rate yearly.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.1 Continued implementation of intervention/enrichment programs	4.1 Continued implementation of intervention/enrichment programs	4.1 Continue implementation of intervention/enrichment programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$252,578	$234,946	$236,660
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$66,803	$68,717	$74,368
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$15,000	$20,000	$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Maintain personnel, time and increased course offerings for students electives.	4.2 Maintain personnel, time and increased course offerings for students electives.	4.2 Maintain personnel, time and increased course offerings for students electives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$64,405	$70,034	$73,010
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$13,143	$2,000	$300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		$16,086	$18,194
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child	4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child	4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,500	$31,500	$31,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$9,597	$6,402	$7,110
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$53,000	$8,000	$17,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$7,000		
Source	Supplemental and Concentration		
Budget Reference	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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.4 Homework Support.	4.4 Material cost for 7th period at the Middle School.	4.4 Material cost for 7th period at the Middle School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs	4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs	4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost associated with this service.	No additional cost associated with this service.	No additional cost associated with this service.

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)	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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.6 Continue and maintain summer school program.	4.6 Continue and maintain summer school program.	4.6 Continue and maintain summer school program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,214	$14,214	$14,214
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$2,598	$2,889	$3,208

Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$700	$700	$700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$1,500	$58,500	$58,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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 5

Decrease the number of student referrals, suspension, and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

There is a need to decrease the number of discipline incidents on all school campus. In 2012/2013 there were 134 suspensions and 0 expulsions. In 2013/2014 there were 95 suspensions for a total of 161 days and 7 expulsions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduce number of student referrals, suspensions, and expulsions by 2% over previous school year (AERIES - Suspension and Expulsion Reports) (Student suspension rates)	Reduce number of student referrals, suspensions, and expulsions by 2% over baseline (AERIES – Suspension and Expulsion Reports) This goal was met for student referrals, but not for suspensions and expulsions.	Reduce number of student referrals, suspensions, and expulsions by 2% over 2016 - 2017 (AERIES - Suspension and Expulsion Reports)	Reduce number of student referrals, suspensions, and expulsions by 2% over 2017 - 2018 (AERIES - Suspension and Expulsion Reports)	Reduce number of student referrals, suspensions, and expulsions by 2% over 2018 - 2019 (AERIES - Suspension and Expulsion Reports)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	There were 1489 student referrals in 2016-2017. There were 1720 student discipline reports in 2015-2016. That is a decrease of 231 referrals or 13% for the 2016-2017 school year. The 106 students were suspended increased by 29 students in 2016-2017 over the previous year. In the 2016 - 2017 school year CSD had 165 suspensions for a total of 336 days. The total number of suspensions increased by 55 incidents and overall by 33%. The number of suspension days increased by 33% or 111 days.			
The district will use the CHKS biannually to measure school climate. CSD wants to see an increase in the percentage of students feeling safe at school at	In 2015-2016 82% students felt safe at school.	CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings.	CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings.	CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the elementary and middle school settings. (Other Local Measures)				
CSD will reduce the number of expulsions each year. (Student expulsion rates)	CSD had 2 expulsions in 2016-2017. That is an increase of 1 expulsion	CSD will reduce the number of expulsions each year.	CSD will reduce the number of expulsions each year.	CSD will reduce the number of expulsions each year.

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available	5.1 Continue and maintain access to health care providers, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased.	5.1 Continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$93,811	$94,749	$95,696
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$33,278	$87,395	$89,136
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$84,687	$35,770	$38,579
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		$24,500	$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		$73,500	$73,500
Source		LEA Medical	LEA Medical
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			$40,000
Source			Title IV
Budget Reference			5700-5799: Transfers Of Direct Costs

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
5.3 Continue implementation of a district and school-wide behavior support system including staff development costs for the system and safety.	5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development costs for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added.	5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development cost for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$50,000	$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$7,700	$23,324	$25,382
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$3,000	$12,292	$16,617
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		$65,471	$69,286
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		$5,107	$10,939
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

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
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
5.5 Maintain school psychologist	5.5 Maintain school psychologist	5.5 Maintain school psychologist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$93,988	$97,740	$101,644
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$24,642	$27,654	$30,724
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth.	5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. -	5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. -

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,000	$17,050	$28,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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 6

Increase Parent Participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Improve parent participation in decision making and actual participation in student learning. A total of 39 people responded to the LCAP feedback survey in 2013-2014.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent participation by 5% over baseline(Sign-In Sheets, Surveys, Parent Count, and Online Communication) (Promotion of parent participation)	Increase parent participation by 5% over baseline(Sign-In Sheets). This goal was met and exceeded. in CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey	Increase parent participation by 5% over baseline (Parent Count)	Increase parent participation by 5% over baseline (Parent Count)	Increase parent participation by 5% over baseline (Parent Count)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	about the LCAP, which is 22% increase.			
Staff including parent liaisons use multiple methods of communication to increase parent input. (Efforts to seek parent input)	In CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.	CSD wants to expand efforts yearly to increase parent input.	CSD wants to expand efforts yearly to increase parent input.	CSD wants to expand efforts yearly to increase parent input.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Through Site Parent liaison: Continue to increase two way communication	6.1 Through Site Parent liaisons:Continue to increase two way communication	6.1 Through Site Parent liaisons:Continue to increase two way communication

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,372	$40,715	$43,199
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$4,606	$5,221	$5,983
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.2 Maintain parent classes and community resources based on parent needs.	6.2 Maintain parent classes and community resources based on parent needs.	6.2 Maintain parent classes and community resources based on parent needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,250	$7,432	$7,628
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			$1,000
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

Amount			$82
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits
Amount			$1,000
Source			Supplemental and Concentration
Budget Reference			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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
6.3 Maintain parent centers at sites	6.3 Maintain parent centers at sites to increase two way communication by	6.3 Maintain parent centers at sites to increase two way communication by

	researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).	researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,800	$4,800	$4,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

6.4 Maintain parent centers at sites and continue to increase two way communication by researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). 6.5 Providing increased opportunities for face to face interaction, participation, and/or communication. 6.6 Maintain updated school and District website information and communication to parents. 6.7 Continue to increase communication with the unduplicated populations	6.4 Maintain updated school and District website information and communication to parents. 6.5 Contribute information and communication to parents for school and District website. 6.6 Continue to increase communication with the unduplicated populations	6.4 Maintain updated school and District website information and communication to parents. 6.5 Contribute information and communication to parents for school and District website. 6.6 Continue to increase communication with the unduplicated populations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,250	$13,750	$11,050
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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
$4,841,277	25.24%

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).

In 2019-2020 CSD will qualitatively improve services for our unduplicated population. The areas of emphasis are intervention for ELA, Math, and Social and Emotional Learning. These actions will be done on a LEA wide basis using existing sources of funding in the LCAP and Title I.

LEA wide - Goal 1 Action 1 - Continued Implementation of model lessons in lesson study for all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students. Lessons provide support for the unduplicated population.

LEA wide - Goal 1 Action 2 - Continue technology training for all instructional staff and parents to enhance student learning. Training will provide support for the unduplicated population.

LEA wide - Goal 1 Action 3 - Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading. Collaboration/PLC. Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia. Continued training in Common Core. This year we will be utilizing personalized professional learning that will provide support for the unduplicated population.

LEA wide - Goal 1 Action 4 - Refine and continue Full Day Kindergarten Program. This will include early intervention for students.

LEA wide - Goal 1 Action 5 - Maintain and assess resources for school libraries. We are evaluating new resources to ensure that all students have the materials they need and want.

LEA wide - Goal 1 Action 6 - Assessment of 3rd graders in reading to ensure learning for all.

LEA wide - Goal 1 Action 7 - We will begin the process of starting small group reading instruction by piloting these groups at the Ontario Center School for possible replication at the other school sites through the existing ELA coaches. This process will target the unduplicated population.

LEA wide - Goal 1 Action 8 - Maintain 30 minutes of extra instruction due the improvement of instructional quality in our students.

LEA wide - Goal 1 Action 9 - Assessment of 6th graders in ELA to drive intervention classes at the middle school.

LEA wide - Goal 1 Action 10 - Additional Common Core Material to ensure the success of the unduplicated population.

LEA wide - Goal 1 Action 12 – Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models. This will include the new California English Learner Roadmap.

LEA wide - Goal 1 Action 13 - Technology Device Increase and Refresh for Digital Literacy to ensure the highest quality to students.

LEA wide - Goal 1 Action 14 - Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments. Use technology-based programs to differentiate language and literacy lessons based on individual skill levels. Maintain TOA position for Technology Integration. Maintain tech support positions to support the network and added devices. Continue technology training for all instructional staff and parents to enhance student learning.

LEA wide - Goal 1 Action 15 - Maintain early intervention/extension classes delivered through push in and pull out models to ensure learning for the unduplicated population.

LEA wide - Goal 1 Action 16 - Continue monitoring and support of LCAP program ensure learning for the unduplicated population.

LEA wide - Goal 2 Action 4 - Additional part time custodial services to enhance student health and safety.

LEA wide - Goal 3 Action 1 – Assessment of 6th graders in Math to drive intervention classes at the middle school.

LEA wide - Goal 3 Action 2 - Continued training in Common Core Math to improve achievement to the unduplicated population.

LEA wide - Goal 3 Action 3 - Math intervention program in place and training on going to ensure learning for the unduplicated population.

LEA wide - Goal 3 Action 4 and 6 - CSD will refine our small group math instruction practice into the middle school and elementary schools. This will involve staff observation and collaboration between staff at both levels. This process will target the unduplicated population.

LEA wide - Goal 3 Action 5 - Maintain hours of Instructional Assistants to provide year-long math intervention support at each site. This will include specific training for the unduplicated population and special ed.

LEA wide - Goal 3 Action 7 - Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4.Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student centered environments.

LEA wide - Goal 4 Action 1 – Continued implementation of intervention/enrichment programs to ensure learning for the unduplicated population.

LEA wide - Goal 4 Action 2 – Maintain personnel, time and increased course offerings for students' electives to ensure learning for the unduplicated population.

LEA wide - Goal 4 Action 3 – Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child

LEA wide - Goal 4 Action 4 – Homework Support.

LEA wide - Goal 4 Action 5 – Continue use of flexible scheduling to allow students to access electives, sports, and clubs to ensure learning for the unduplicated population.

LEA wide - Goal 4 Action 6 – Continue and maintain summer school program.

LEA wide - Goal 5 Action 1 - Continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available especially to the unduplicated population.

LEA wide - Goal 5 Action 2 - Continue implementation of a district and school-wide behavior support system including staff development costs for the system and safety.

LEA wide - Goal 5 Action 3 - Maintain school psychologist to ensure the achievement of the unduplicated population.

LEA wide - Goal 5 Action 4 - Provide professional development focused on increasing student social capital and equity for all students. Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. CSD will continue to support social and emotional learning through the Responsibility Centered Discipline program and In-school solutions

program. These programs, especially the in-school solutions programs at all the sites, did not get implemented until the end of the year and need time to be fully implemented.

LEA wide - Goal 6 Action 1 – Through Site Parent liaison: Continue to increase and refine two-way communication.

LEA wide - Goal 6 Action 2 - Maintain parent classes and community resources based on parent needs primarily focused on the unduplicated population.

LEA wide - Goal 6 Action 3 - Maintain parent centers at sites to increase parent involvement and access to community resources.

LEA wide - Goal 6 Action 4 - Maintain parent centers at sites and continue to increase two-way communication by researching effective methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). Providing increased opportunities for face to face interaction, participation, and/or communication. Maintain updated school and District website information and communication to parents. Continue to increase communication with the unduplicated populations

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,911,348	26.14%

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

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

The District budgeted $4,911,348 in Supplemental/ Concentration grant funds to improve/increase services to UPP students. The P-2 calculation for 18-19 LCFF total dollars available is $18,787,909. As of June 1, 2018, the district estimates it will spend $4,911,348 in 18-19 on UPP students. The calculated MPP increase in services is 26.14%.

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

All services are primarily directed towards the EL and foster youth students and students in poverty.

- LEA-wide, G 1 Act. 3-CSD will add additional PD and materials costs to improve math intervention at all levels, which will benefit our unduplicated population. Research found that computer-based interventions increased math skills (Holmes, Brown, & Algozzine, 2006; Ysseldyke, Thrill, Pohl, & Bolt, 2005). Holmes, C. T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. Academic Exchange Quarterly,10, 141–147. Ysseldyke, J., & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. School Psychology Review, 36, 453–467

- LEA-wide, G 1 Act. 5-CSD will maintain librarian salaries and allocate additional reading materials for the libraries to increase student engagement and reading achievement. More popular than any motivational support is affording choices, which is widely supported in the professional literature. O'Brien, D.G. and Dillon, D.R. (2008). The role of motivation in engaged reading of adolescents. In K.A. Hinchman H.K. Sheridan-Thomas (Eds.), Best practices in adolescent literacy instruction (pp. 78-98). New York: Guilford Press.

- LEA-wide, G 1 Act. 6-CSD will assess 3rd graders in reading.

- LEA-wide, G 1 Act. 7-CSD will continue Professional Development for all Instructional Staff in reading instruction.

- LEA-wide, G 1 Act. 8-CSD will maintain 30 minutes of extra instruction during the school day.

- LEA-wide, G 1 Act. 10-CSD will support the new ELA/ELD materials adoption for support the learning of unduplicated pupils. All students must have full access to the types of high quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. English Language Arts/English Language Development Framework, July 2014.

- LEA-wide, G 1 Act. 12-CSD Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.

- - LEA-wide, G 1 Act. 13-CSD will maintain and refresh the number of devices to maintain a 1:1 student device ratio for grades K-8. The technology will be monitored by the Clarity/Bright Bytes program to ensure growth over time in 21st Century skills and teacher development in the SAMR model.Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. In their recent investigation of 21st Century Learning, National Academies Press found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national Walden University study reports that teachers who use technology frequently place the highest emphasis on problem solving. Grunwald Associates LLC based on research by Eduventures, Inc. (June, 2010). Educators, Technology and 21st Century Skills: Dispelling Five Myths A Study on the Connection Between K–12 Technology Use and 21st Century Skills. https://www.waldenu.edu/~/media/Files/WAL/full-report-dispelling-five-myths.pdf

- LEA-wide, G 1 Act. 14-CSD will maintain new technology support position to support the K-8 1:1 device environment.The number of devices in the district has expanded to the point that additional support is necessary. It is critical that the technology works consistently and reliably for it to be used by staff with students. High quality, speedy, educative technology support is the catalyst for teachers trying new instructional techniques that employ technology. These environmental factors can overcome the lack of confidence that teachers have with technology, as expressed in a 2012 LEAD Commission National survey, in which 82 percent of teachers feel they have not received the necessary training to use technology to its fullest potential in the classroom. Lead Commission (September, 2013). Paving a Path Forward for Digital Learning in the United States. http://leadcommission.org/sites/default/files/FINAL%20LEADComm_PavingPath_Report_091713a.pdf

- LEA-wide, G 2 Act. 4-CSD will continue part time custodial services to enhance student health and safety within the campuses.

- LEA-wide, G 3 Act. 1-CSD will continue to refine and administer math assessments to 6th grade students to ensure that all students are learning the concepts.

- LEA-wide, G 3 Act. 2-CSD will continue to use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.

- LEA-wide, G 3 Act. 3-CSD continue to use current intervention program and provide support training.

- LEA-wide, G 3 Act. 4-CSD will maintain Science and Math coaches at each site to help staff with the instructional shifts and curriculum changes in standards. When coaching was added to the staff development, approximately 95% of the teachers

implemented the new skills in their classrooms." Knight, J. (2009). Coaching Approaches and Perspectives. Lawrence, KS: Corwin.

- LEA-wide, G 3 Act. 5- CSD will continue to maintain hours of Instructional Assistants to provide year-long math intervention support at each site. This will ensure that each student is provided with additional support so that the students may succeed in their courses.

- LEA-wide, G 3 Act. 6-CSD will maintain a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs. University of Maryland researchers who conducted a 3-year study on the effects of math coaching on the state math assessment scores of 24,759 Grade 3-5 students in 36 Virginia schools. "Over a 3-year period, the students in this study who were enrolled in schools with an elementary mathematics coach had significantly higher scores on their state's high-stakes standardized mathematics achievement tests (grades 3-5) than did students in the control schools." Campbell, P. and Malkus, N. (2011) "The Impact of Elementary Mathematics Coaches on Student Achievement," The Elementary School Journal, Volume 111, Number 3, pp. 430-454.

- LEA-wide, G 3 Act. 7- CSD will ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4.

- LEA-wide, G 4 Act. 1-CSD will continue the implementation of intervention/enrichment programs.This will ensure that each student has an opportunity to be exposed to different material as well as receiving the additional support they may need.

- LEA-wide, G 4 Act. 2-CSD will maintain personnel, time and increased course offerings for student's electives.

- LEA-wide, G 4 Act. 3-CSD will maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child.

- LEA-wide, G 4 Act. 4-CSD will allocate material costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have interventions and an elective during the school day. David O'Brien from the University of Minnesota, has compelling research on the achievement abilities of adolescents who have disengaged from developing literacy in print, yet excel when given the opportunity to engage in digital media with a project focusing on an area of their own interest, such as a topic in popular culture. The ability to capitalize on choice and interest prove to be a powerful motivator in engaging the students. O'Brien, D. (2003, March). Juxtaposing traditional and intermedial literacies to redefine the competence of struggling adolescents. Reading Online, 6(7).

- LEA-wide, G 4 Act. 5-CSD will continue to use flexible scheduling to allow students to access electives, sports, and clubs.

- LEA-wide, G 4 Act. 6-CSD will continue and maintain the summer school program.

- LEA-wide, G 5 Act. 1-CSD will maintain an additional counselor at the middle school to support students in their academic, social, and attendance areas. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools. Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling,16 (2), 108-116.

- LEA-wide, G 5 Act. 1-Counseling services will be increased to help better meet the social and emotional of our students.

- LEA-wide, G 5 Act. 2-CSD will add PBIS coaches at each site to help staff with the implementation of the PBIS program. When coaching was added to the staff development, approximately 95% of the teachers implemented the new skills in their classrooms." Knight, J. (2009). Coaching Approaches and Perspectives. Lawrence, KS: Corwin.

- LEA-wide, G 5 Act. 2-CSD will add In School Solutions Aides to improve the PBIS program and assist students in making better behavior choices through collaborative behavior planning. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1), 405-432. Durlak, J., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). This meta-analysis of social and emotional learning interventions showed that social and emotional learning interventions had the following effects on students ages 5-18: decreased emotional distress such as anxiety and depression, improved social and emotional skills (e.g., self-awareness, self-management, etc.), improved attitudes about self, others, and school (including higher academic motivation, stronger bonding with school and teachers, and more positive attitudes about school), improvement in prosocial school and classroom behavior (e.g., following classroom rules), decreased classroom misbehavior and aggression, and improved academic performance (e.g. standardized achievement test scores). Students showed gains in these outcomes when social and emotional learning programs were implemented with fidelity. Teachers were the primary program deliverers. The effective programs tended to use sequenced learning activities, teaching skills in a systematic way, using active-learning techniques (e.g. role-play). In addition, effective SEL programs had learning objectives that explicitly related to specific social and emotional skills. In other words, SEL skills were explicitly described and implicit in the context of other learning activities.

- LEA-wide, G 5 Act. 3-CSD will maintain a district psychologist to support students and families in academics, social needs, and attendance concerns. "Psychological science has much to contribute to enhancing teaching and learning in the classroom," said Joan Lucariello, PhD, chair of the Coalition for Psychology in Schools and Education and a contributing author of the report. "Teaching and learning are intricately linked to social and behavioral factors of human development, including cognition, motivation, social interaction and communication." The most important psychological concepts for teachers to apply in classrooms, American Psychological Association (APA). American Psychological Association (APA).

(2015, May 6). The most important psychological concepts for teachers to apply in classrooms. ScienceDaily. Retrieved June 7, 2016 from www.sciencedaily.com/releases/2015/05/150506094917.htm

- LEA-wide, G 5 Act. 4-Provide professional development focused on increasing student social capital and equity for all students. Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth.

- LEA-wide, G 6 Act. 1-CSD will continue to increase two way communication between parents and the school site through parent liaisons centers.Liaisons will be able to better assist families so that students have the fundamentals in order to be successful in school.

- LEA-wide, G 6 Act. 2- CSD will maintain parent classes and community resources based on parent needs.If parents are better informed about the available resources in the community as well as the materials their students are using they will be able to better support their child.

- LEA-wide, G 6 Act. 3-CSD will pilot a program to increase two way communication between parents and school. will maintain the parent liaison material budget to advertise and support parents engagement at all sites. The parent liaisons are need of materials to support parents in the engagement process. This will help us to draw more parents in and feel welcome on our sites. PD will be provided for both staff and parents on the use of the program. 78% of parents report that technology makes their lives easier by allowing them to communicate with teachers and monitor student progress, ultimately making parents feel more involved in their child's education (Hill, 2015). Hill, A. (2015, May 15). Exclusive survey: Parents weigh in on the digital classroom. Retrieved from http://www.marketplace.org/topics/education/learning-curve/exclusive-survey-parents-weigh-digital-classroom

- LEA-wide, G 6 Act. 4- CSD will continue to maintain and updated school and District website information and communication to parents.

- LEA-wide, G 6 Act. 4-CSD will contribute information and communication to parents for school and District website.

- LEA-wide, G 6 Act. 4-CSD will continue to increase communication with the unduplicated populations through the use of parent liaisons.

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

- CSD will improve two way parent communication through a new communication system.
- CSD will provide materials and training to improve math intervention.
- CSD will maintain Grade K-8 1:1 student device environment.
- CSD will maintain a new technology support positions to support the increased numbers of devices.
- CSD will maintain a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs.
- CSD will maintain Science coaches at each site to help staff with the instructional shifts and curriculum changes in NGSS standards.
- CSD will maintain a parent liaison material budget to advertise and support parents engagement at all sites.
- CSD will maintain a counselor at the middle school to support students in their academic, social, and attendance areas.
- CSD will maintain a district psychologist to support students and families in academics, social needs, and attendance concerns.
- CSD will support materials and training costs to adopt new ELA/ELD materials for support the learning of unduplicated pupils.
- CSD will maintain materials costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have intervention and an elective during the school day.
- CSD will allocate additional reading materials for the libraries to increase student engagement and reading achievement.

Increased for the 2018-2019 School Year on an LEA basis is primarly directed towards unduplicated students.

- CSD will add PBIS coaches at each site to help staff with the implementation of the PBIS program.
- CSD will add In School Solutions Aides to improve the PBIS program and assist students in making better behavior choices through collaborative behavior planning.
- CSD will add an additional day of counseling, the total will now be 4 days, this will help better meet the social and emotional of our students. See previous entry for research.

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,496,846	24.64%

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

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

The District budgeted $4,496,846 in Supplemental/ Concentration grant funds to improve/increase services to UPP students. The P-2 calculation for 17-18 LCFF total dollars available is $18,208,962. As of June 1, 2018, the district estimates it will spend $4,567,273.87 in 17-18 on UPP students. The calculated MPP increase in services is 25.1%.

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

All services are primarily directed towards the EL and foster youth students and students in poverty.

- CSD will add additional PD and materials costs to improve math intervention at all levels, which will benefit our unduplicated population. Research found that computer-based interventions increased math skills (Holmes, Brown, & Algozzine, 2006; Ysseldyke, Thrill, Pohl, & Bolt, 2005). Holmes, C. T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. Academic Exchange Quarterly,10, 141–147. Ysseldyke, J., & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. School Psychology Review, 36, 453–467

- CSD will pilot a program to increase two way communication between parents and school. PD will be provided for both staff and parents on the use of the program. 78% of parents report that technology makes their lives easier by allowing them to communicate with teachers and monitor student progress, ultimately making parents feel more involved in their child's education (Hill, 2015). Hill, A. (2015, May 15). Exclusive survey: Parents weigh in on the digital classroom. Retrieved from http://www.marketplace.org/topics/education/learning-curve/exclusive-survey-parents-weigh-digital-classroom

- CSD will maintain and refresh the number of devices to maintain a 1:1 student device ratio for grades K-8. The technology will be monitored by the Clarity/Bright Bytes program to ensure growth over time in 21st Century skills and teacher development in the SAMR model.Technology is a key driver towards instruction that impacts student learning outcomes, both on standardized assessments and for 21st Century Learning skills. In their recent investigation of 21st Century Learning, National Academies Press found that rote learning does not support the educational transfer necessary to tackle the complex problems demanded by intensified academic standards. Students must be exposed to unfamiliar problems and encouraged to design meaningful solutions. Technology is a tool for such problem solving. A national Walden University study reports that teachers who use technology frequently place the highest emphasis on problem solving. Grunwald Associates LLC based on research by Eduventures, Inc. (June, 2010). Educators, Technology and 21st Century Skills: Dispelling Five Myths A Study

on the Connection Between K–12 Technology Use and 21st Century Skills. https://www.waldenu.edu/~/media/Files/WAL/full-report-dispelling-five-myths.pdf

- CSD will maintain new technology support position to support the K-8 1:1 device environment.The number of devices in the district has expanded to the point that additional support is necessary. It is critical that the technology works consistently and reliably for it to be used by staff with students. High quality, speedy, educative technology support is the catalyst for teachers trying new instructional techniques that employ technology. These environmental factors can overcome the lack of confidence that teachers have with technology, as expressed in a 2012 LEAD Commission National survey, in which 82 percent of teachers feel they have not received the necessary training to use technology to its fullest potential in the classroom. Lead Commission (September, 2013). Paving a Path Forward for Digital Learning in the United States. http://leadcommission.org/sites/default/files/FINAL%20LEADComm_PavingPath_Report_091713a.pdf

- CSD will maintain a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs. University of Maryland researchers who conducted a 3-year study on the effects of math coaching on the state math assessment scores of 24,759 Grade 3-5 students in 36 Virginia schools. “Over a 3-year period, the students in this study who were enrolled in schools with an elementary mathematics coach had significantly higher scores on their state’s high-stakes standardized mathematics achievement tests (grades 3-5) than did students in the control schools.” Campbell, P. and Malkus, N. (2011) “The Impact of Elementary Mathematics Coaches on Student Achievement,” The Elementary School Journal, Volume 111, Number 3, pp. 430-454.

- CSD will maintain Science coaches at each site to help staff with the instructional shifts and curriculum changes in NGSS standards. When coaching was added to the staff development, approximately 95% of the teachers implemented the new skills in their classrooms.” Knight, J. (2009). Coaching Approaches and Perspectives. Lawrence, KS: Corwin.

- CSD will maintain the parent liaison material budget to advertise and support parents engagement at all sites. The parent liaisons are need of materials to support parents in the engagement process. This will help us to draw more parents in and feel welcome on our sites.

- CSD will maintain an additional counselor at the middle school to support students in their academic, social, and attendance areas. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools. Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling,16 (2), 108-116.

- CSD will maintain a district psychologist to support students and families in academics, social needs, and attendance concerns. "Psychological science has much to contribute to enhancing teaching and learning in the classroom," said Joan Lucariello, PhD, chair of the Coalition for Psychology in Schools and Education and a contributing author of the report.

"Teaching and learning are intricately linked to social and behavioral factors of human development, including cognition, motivation, social interaction and communication." The most important psychological concepts for teachers to apply in classrooms, American Psychological Association (APA). American Psychological Association (APA). (2015, May 6). The most important psychological concepts for teachers to apply in classrooms. ScienceDaily. Retrieved June 7, 2016 from www.sciencedaily.com/releases/2015/05/150506094917.htm

- CSD will support the new ELA/ELD materials adoption for support the learning of unduplicated pupils. All ELs must have full access to the types of high quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. English Language Arts/English Language Development Framework, July 2014.

- CSD will allocate materials costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have interventions and an elective during the school day. David O'Brien from the University of Minnesota, has compelling research on the achievement abilities of adolescents who have disengaged from developing literacy in print, yet excel when given the opportunity to engage in digital media with a project focusing on an area of their own interest, such as a topic in popular culture. The ability to capitalize on choice and interest prove to be a powerful motivator in engaging the students. O'Brien, D. (2003, March). Juxtaposing traditional and intermedial literacies to redefine the competence of struggling adolescents. Reading Online, 6(7).

- CSD will allocate additional reading materials for the libraries to increase student engagement and reading achievement. More popular than any motivational support is affording choices, which is widely supported in the professional literature. O'Brien, D.G. and Dillon, D.R. (2008). The role of motivation in engaged reading of adolescents. In K.A. Hinchman H.K. Sheridan-Thomas (Eds.), Best practices in adolescent literacy instruction (pp. 78-98). New York: Guilford Press

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

The total estimated LCFF supplemental minimum proportionality percentage is 24.64% and corresponding expenditures for 2017/2018 is $4,496,846.

For the 2017/2018 school year, Cucamonga District is expecting to allocate approximately $4,174,578 to actions and services that directly support low income, foster youth, and English learner pupils. The following will be done to increase services to the Cucamonga School District low income, foster youth, and English learners:

Consistent with the requirements of 5 CCR 15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils in the following list. This includes, but is not limited to:

- CSD will improve two way parent communication through a new communication system.
- CSD will provide materials and training to improve math intervention.
- CSD will maintain Grade K-8 1:1 student device environment.
- CSD will maintain a new technology support positions to support the increased numbers of devices.
- CSD will maintain a Math Teacher on Assignment to assist staff in understanding curriculum, delivering innovative math techniques, and assist in the planning of math intervention programs.
- CSD will maintain Science coaches at each site to help staff with the instructional shifts and curriculum changes in NGSS standards.
- CSD will maintain a parent liaison material budget to advertise and support parents engagement at all sites.
- CSD will maintain a counselor at the middle school to support students in their academic, social, and attendance areas.
- CSD will maintain a district psychologist to support students and families in academics, social needs, and attendance concerns.
- CSD will support materials and training costs to adopt new ELA/ELD materials for support the learning of unduplicated pupils.
- CSD will maintain materials costs for the new 7th period schedule at the middle school that will allow all students including the EL and SPED subgroups to have intervention and an elective during the school day.
- CSD will allocate additional reading materials for the libraries to increase student engagement and reading achievement.

Additional services may be addressed in the Single School Plans for Student Achievement to address the unique needs of these students.

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	17,424,189.00	17,103,336.86	16,628,094.00	17,424,189.00	17,829,453.00	51,881,736.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	9,682,233.00	9,591,947.99	9,600,847.00	9,682,233.00	10,035,332.00	29,318,412.00
LEA Medical	73,500.00	73,500.00	0.00	73,500.00	73,500.00	147,000.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	2,009,957.00	1,946,481.32	1,867,891.00	2,009,957.00	1,959,255.00	5,837,103.00
Special Reserve for Capital Outlay	350,000.00	400,554.28	350,000.00	350,000.00	350,000.00	1,050,000.00
Supplemental and Concentration	4,911,348.00	4,758,389.16	4,505,615.00	4,911,348.00	4,841,277.00	14,258,240.00
Title I	397,151.00	332,464.11	303,741.00	397,151.00	421,755.00	1,122,647.00
Title II	0.00	0.00	0.00	0.00	101,500.00	101,500.00
Title IV	0.00	0.00	0.00	0.00	46,834.00	46,834.00

* 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	17,424,189.00	17,103,336.86	16,628,094.00	17,424,189.00	17,829,453.00	51,881,736.00
	0.00	0.00	3,000.00	0.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	12,174,069.00	12,007,635.43	12,003,694.00	12,174,069.00	11,990,433.00	36,168,196.00
2000-2999: Classified Personnel Salaries	943,850.00	872,938.58	731,015.00	943,850.00	959,336.00	2,634,201.00
3000-3999: Employee Benefits	2,899,977.00	2,865,712.85	2,528,579.00	2,899,977.00	3,167,876.00	8,596,432.00
4000-4999: Books And Supplies	623,206.00	593,764.76	773,282.00	623,206.00	782,203.00	2,178,691.00
5000-5999: Services And Other Operating Expenditures	453,809.00	717,990.40	337,648.00	453,809.00	616,551.00	1,408,008.00
5700-5799: Transfers Of Direct Costs	0.00	40,000.00	1,750.00	0.00	40,000.00	41,750.00
5800: Professional/Consulting Services And Operating Expenditures	329,278.00	0.00	249,126.00	329,278.00	273,054.00	851,458.00
6000-6999: Capital Outlay	0.00	5,294.84	0.00	0.00	0.00	0.00

* 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	17,424,189.00	17,103,336.86	16,628,094.00	17,424,189.00	17,829,453.00	51,881,736.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	3,000.00	0.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	7,434,138.00	7,365,658.53	7,506,301.00	7,434,138.00	7,351,518.00	22,291,957.00
1000-1999: Certificated Personnel Salaries	Special Education	1,664,868.00	1,617,619.32	1,578,468.00	1,664,868.00	1,598,479.00	4,841,815.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,809,842.00	2,763,661.21	2,667,411.00	2,809,842.00	2,768,018.00	8,245,271.00
1000-1999: Certificated Personnel Salaries	Title I	265,221.00	260,696.37	251,514.00	265,221.00	272,418.00	789,153.00
2000-2999: Classified Personnel Salaries	LCFF	317,433.00	319,868.90	288,621.00	317,433.00	314,311.00	920,365.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	560,946.00	536,639.86	442,394.00	560,946.00	575,739.00	1,579,079.00
2000-2999: Classified Personnel Salaries	Title I	65,471.00	16,429.82	0.00	65,471.00	69,286.00	134,757.00
3000-3999: Employee Benefits	LCFF	1,622,913.00	1,602,810.42	1,474,990.00	1,622,913.00	1,777,995.00	4,875,898.00
3000-3999: Employee Benefits	Special Education	345,089.00	328,862.00	289,423.00	345,089.00	360,776.00	995,288.00
3000-3999: Employee Benefits	Supplemental and Concentration	872,948.00	878,852.51	718,189.00	872,948.00	956,682.00	2,547,819.00
3000-3999: Employee Benefits	Title I	59,027.00	55,187.92	45,977.00	59,027.00	72,423.00	177,427.00
4000-4999: Books And Supplies	LCFF	138,732.00	122,619.21	152,465.00	138,732.00	318,308.00	609,505.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Special Reserve for Capital Outlay	350,000.00	400,554.28	350,000.00	350,000.00	350,000.00	1,050,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	127,042.00	70,441.27	264,567.00	127,042.00	106,267.00	497,876.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
4000-4999: Books And Supplies	Title I	7,432.00	150.00	6,250.00	7,432.00	7,628.00	21,310.00
5000-5999: Services And Other Operating Expenditures	LCFF	169,017.00	180,990.93	178,470.00	169,017.00	273,200.00	620,687.00
5000-5999: Services And Other Operating Expenditures	LEA Medical	73,500.00	73,500.00	0.00	73,500.00	73,500.00	147,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	211,292.00	463,499.47	159,178.00	211,292.00	161,517.00	531,987.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	101,500.00	101,500.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	6,834.00	6,834.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	40,000.00	1,750.00	0.00	0.00	1,750.00
5700-5799: Transfers Of Direct Costs	Title IV	0.00	0.00	0.00	0.00	40,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	329,278.00	0.00	249,126.00	329,278.00	273,054.00	851,458.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	5,294.84	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	4,268,809.00	4,253,684.31	3,882,738.00	4,268,809.00	4,293,854.00	12,445,401.00
Goal 2	11,747,757.00	11,586,795.51	11,517,654.00	11,747,757.00	12,050,843.00	35,316,254.00
Goal 3	167,165.00	167,843.98	199,280.00	167,165.00	169,447.00	535,892.00
Goal 4	553,988.00	496,763.70	573,038.00	553,988.00	570,964.00	1,697,990.00
Goal 5	614,552.00	545,963.08	390,106.00	614,552.00	669,603.00	1,674,261.00
Goal 6	71,918.00	52,286.28	65,278.00	71,918.00	74,742.00	211,938.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00

* 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					