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

2018-19



Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

Greatest Progress

In 2016-2017 the English Learner Progress increased by 6.6% to an overall percentage of 73%. The middle school's English Learner Progress was 100% in the Very High range and had increased by 4.4%. Homeless students in the district had the greatest point increase in math at 20 points and have a lower gap to meeting standards than our general education students by 11.8 points.

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

Greatest Needs

In 2016-2017 the suspension rate increased to the very high range at 4.4% with one year increase of 3%. The special education students were identified under the differentiated assistance process at level 2, due to the suspension rate and academic performance in ELA, which grew 2.4 points and missed the target of 3 points by .6 of a single point. In ELA the scores maintained previous progress on the state dashboard and will be addressed through further staff development on ELA/ELD state materials adopted in 2017-2018 and lesson study. In math the scores were rated as maintained, which grew by one point, and will be an area of focus. Steps taken will include use of Tier I intervention for math at the elementary school, intervention classes at the middle school, lesson study PD for all staff, and an ongoing partnership with Khan Academy.

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

Performance Gaps

The Students with Disabilities population is the subgroup that fits this criteria in both ELA and suspension rate. Professional development on student inclusion, UDL, and co-teaching is planned for staff.

In addition CSD will add an in-school solution program, additional counseling days and PBIS coach stipend for coaches. These measures should help lower the suspension rate for low income, EL, foster youth, and SPED students.

CSD will be hiring 2 instructional aides at each site to run the in-school solution program. The program will provide a space for students at risk in behavior to create personalized plans to improve their behavior, which will be monitored through the program. The aides will assist students in finding solutions that improve behavior in their area of need. It will be monitored by the program, administration and supported by the PBIS site team. The administration and PBIS team will refer students of highest need to this program. Other student needs will be met through the existing PBIS structure. The additional counseling days will be provided through expanding the existing counseling program and providing more days and time for students social and emotional needs. There will also be a PBIS coaching stipend added to the site PBIS coaches at the school sites to coordinate the program more efficiently and effectively, which is similar to the subject content coaches currently in place through the LCAP for academic needs.

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

Increased or Improved services

CSD will start an in-school solution program, provide additional counseling days for the school sites and PBIS coach stipends for coaches, which should help reduce the suspension rate for low income, EL, foster youth, and SPED students. The in-school solution program will help students through the PBIS and RCD programs, Responsibility Centered Discipline, to provide an option for students to design a plan to improve their behavior when they have challenges. Additional counseling days will help to address more of the underlying social and emotional needs of our students which if not addressed can lead to behavior challenges. The PBIS coach stipend will compensate teacher leaders for the work of coordinating the PBIS program for each school.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$30,700,335
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$17,424,189.00

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

$1.6 million-Admin Salaries/Benefits, $736,000-Classified support Salaries/Benefits, $340,000-Classified Management Salaries/Benefits, $1.3 million Clerical/Secretarial Salaries/Benefits, $276,000- Noon Duty, $3,100,000 - Supplies/Services, $156,590 -Insurance, $622,777 -Utilities, $2,958,812-Special ED, $668,118 -Transportation, $346,061 -Title I, $104,683 - Title II, $55,369-Title III, $355,802 -Lottery, $532,350 - ASES, $84,247 - LEA MediCal, and $473,271 Custodial/ Security/Alarms.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$23,932,214

Annual Update

LCAP Year Reviewed: 2017-18

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) **17-18** Increase both 2016-2017 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)	Overall in 2017-2018 on the Preliminary SBAC assessment for 3rd grade, 40% percent of our students met or exceeded standards. That is an increase of 5% and meets our stated goal. On the claim of reading students scored 58% near/at/above grade level. That is an increase of 1% of our students scored near/at/above grade level. Overall in 2017-2018 ELA Preliminary SBAC Assessment for 6th grade, 37% percent of our students met or exceeded standard. That is a 3% decrease in percentage overall over the previous year. On the claim of reading students scored 61% near/at/above grade level. On the claim of reading that is an decrease by 1% 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) **17-18** 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 2016-2017 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.
Metric/Indicator Our annual reclassification goal is 15% (EL Reclassification Rate) **17-18** Our annual reclassification goal is 15% per year. (EL Reclassification Rate)	In 2017-2018 CSD reclassified 21% of students. Our annual goal is 15%. (EL Reclassification Rate)

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) **17-18** 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) **17-18** Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.	The 2017-2018 professional development logs showed 29 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 86% of teachers and 46% of classified instructional aides attended the training offered. That is a decrease in attendance percentage by 6% for teachers and a decrease in attendance by 13% for classified instructional aides.

Expected	Actual
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.	

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 $1,828 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 4000-4999: Books And Supplies Supplemental and Concentration $8,380	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,750 3000-3999: Employee Benefits Supplemental and Concentration $1,416 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $18,722

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.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,446

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 $109,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $155,927

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 $499,364	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $576,743
		3000-3999: Employee Benefits Supplemental and Concentration $140,807	3000-3999: Employee Benefits Supplemental and Concentration $186,438

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Maintain and assess resources for school libraries	1.8 Maintain and assess resources for school libraries	4000-4999: Books And Supplies Supplemental and Concentration $39,462 2000-2999: Classified Personnel Salaries Supplemental and Concentration $53,385 3000-3999: Employee Benefits Supplemental and Concentration $24,235	2000-2999: Classified Personnel Salaries Supplemental and Concentration $53,825 3000-3999: Employee Benefits Supplemental and Concentration $26,325 4000-4999: Books And Supplies Supplemental and Concentration $28,120

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 $20,013	

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 $200,000 3000-3999: Employee Benefits Supplemental and Concentration $39,881 2000-2999: Classified Personnel Salaries Supplemental and Concentration $11,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $250,176 2000-2999: Classified Personnel Salaries Supplemental and Concentration $10,605 3000-3999: Employee Benefits Supplemental and Concentration $44,602

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 Maintain 30 minutes of extra instruction	1.11 Maintained 30 minutes of extra instruction	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $735,442 3000-3999: Employee Benefits Supplemental and Concentration $134,439	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $735,442 3000-3999: Employee Benefits Supplemental and Concentration $134,439

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12 Assessment of 6th graders in ELA	Assessment of 6th graders in ELA.	4000-4999: Books And Supplies Supplemental and Concentration $20,013	4000-4999: Books And Supplies Supplemental and Concentration $11,763

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13 Additional Common Core Material.	1.12 Continued training in Common Core	4000-4999: Books And Supplies Supplemental and Concentration $146,199 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $36,678	4000-4999: Books And Supplies Supplemental and Concentration $76,684 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $70,619

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.14 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth. - Moved to goal 5.6	1.14 Training was embedded in the PBIS training in goal. Some sites began training on additional strategies such as restorative justice.Moved to goal 5.6		

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 $374,290 2000-2999: Classified Personnel Salaries Supplemental and Concentration $76,100 3000-3999: Employee Benefits Supplemental and Concentration $96,703 4000-4999: Books And Supplies Supplemental and Concentration $1,500 5700-5799: Transfers Of Direct Costs Supplemental and Concentration $1,750	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $346,772 2000-2999: Classified Personnel Salaries Supplemental and Concentration $69,839 3000-3999: Employee Benefits Supplemental and Concentration $100,872 4000-4999: Books And Supplies Supplemental and Concentration $1,656 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,200

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 Other $350,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $119,876	FD 40 RS 9870 4000-4999: Books And Supplies Other $350,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $154,067

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. 1.18 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 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 making for staff and technology in ELA content standards.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $89,620 2000-2999: Classified Personnel Salaries Supplemental and Concentration $128,370 3000-3999: Employee Benefits Supplemental and Concentration $68,696	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $89,620 2000-2999: Classified Personnel Salaries Supplemental and Concentration $126,052 3000-3999: Employee Benefits Supplemental and Concentration $77,799 4000-4999: Books And Supplies Supplemental and Concentration $2,788

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	1.22 Maintained early intervention/extension classes delivered through push in and pull out models	1000-1999: Certificated Personnel Salaries Title I $251,514 3000-3999: Employee Benefits Title I $45,977	1000-1999: Certificated Personnel Salaries Title I $251,514 3000-3999: Employee Benefits Title I $45,977

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.22 Continue monitoring and support of LCAP program.	1.22 The Ed Services department continued monitoring and support of LCAP program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,945 2000-2999: Classified Personnel Salaries Supplemental and Concentration $ 6,195 3000-3999: Employee Benefits Supplemental and Concentration $7,076 4000-4999: Books And Supplies Supplemental and Concentration $500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,944 2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,195 3000-3999: Employee Benefits Supplemental and Concentration $7,686 4000-4999: Books And Supplies Supplemental and Concentration $1,543

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. The ELA program included staff development on the new ELA/ELD materials adoption. We also completed lesson study for ELA with Dr. Pilgreen in 2017-2018. Mr. Alcala, technology integration teacher, led the district through a districtwide tech day and additional follow up training for all grade levels in October. 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 29.1 point gap in 2016-2017 to a gap of 28 in 2017-2018. In addition, there was an increase of 5% of student scoring at meeting or exceeding standards on the Preliminary SBAC scores for ELA in 3rd grade. Time is needed to become more proficient in using our new ELA/ELD materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 1.14 will be moved to Goal 5 as Action 5.6.

Annual Update

LCAP Year Reviewed: 2017-18

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) **17-18** 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 2017-2018, 100% of teachers appropriately assigned and credentialed. (District Credential Report)

Expected	Actual
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) **17-18** 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).	In 2017-2018, 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports)
Metric/Indicator Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) (Facilities in good repair) **17-18** 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 2017-2018, 94.65% of facilities have a good or higher rating with minimal deficiencies. (FIT Report) That is an increase of .21% of facilities have a good or higher rating with minimal deficiencies over 2015-2016.

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 Maintained 100% of teachers appropriately assigned and credentialed.	1000-1999: Certificated Personnel Salaries LCFF $7,506,301	1000-1999: Certificated Personnel Salaries LCFF $7,506,301
		3000-3999: Employee Benefits LCFF $1,372,151	3000-3999: Employee Benefits LCFF $1,372,151

		1000-1999: Certificated Personnel Salaries Special Education $1,578,468 3000-3999: Employee Benefits Special Education $289,423	1000-1999: Certificated Personnel Salaries Special Education $1,526,301 3000-3999: Employee Benefits Special Education $279,887

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 Maintained 100% of students having access to standards aligned curriculum and materials.	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 Continued use of Deferred Maintenance Program.	2000-2999: Classified Personnel Salaries LCFF $288,621 3000-3999: Employee Benefits LCFF $102,839 4000-4999: Books And Supplies LCFF $132,465 5000-5999: Services And Other Operating Expenditures LCFF $178,470	2000-2999: Classified Personnel Salaries LCFF $288,621 3000-3999: Employee Benefits LCFF $102,839 4000-4999: Books And Supplies LCFF $132,465 5000-5999: Services And Other Operating Expenditures LCFF $178,470

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Additional part time custodial services to enhance student health and safety.	2.4 Continued additional part time custodial services to enhance student health and safety.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $40,785	2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,589

		3000-3999: Employee Benefits Supplemental and Concentration $8,131	3000-3999: Employee Benefits Supplemental and Concentration $7,420

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.

All actions and services were fully implemented for the 2017-2018 school year. We continue to strive on achieving 100% on our facilities report by inspecting and monitoring the school sites during the summer, fall, and winter.

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

The CSD maintained and improved on the three categories of teacher assignments, materials access, and highly rated facilities. In 2017-2018 CSD maintained 100% of teachers appropriately assigned and credentialed and 100% of students having access to standards aligned curriculum and materials. In 2017-2018, 94.65% of facilities have a good or higher rating with minimal deficiencies. (FIT Report) That is an increase of .21% of facilities have a good or higher rating with minimal deficiencies.
There was an increase in the facilities rating of .21% in 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2017-18

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) **17-18** 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 met for the over all Math on the SBAC. This goal was met for math SBAC with a 5% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 52% near/at/above grade level. On the claim of concepts and procedures that is an increase by 8% near/at/above grade level. Overall in 2017-2018 Preliminary Math SBAC Assessment for 6th grade, 21% 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 37% near/at/above grade level. On the claim of concepts and procedures that is a decrease by 3% near/at/above grade level. Overall on the 2017-2018 Illuminate Math Blue Benchmark 26% percent of our students met or exceeded standard, which is a 5.9% decrease over 2016 - 2017. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.

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.	
Metric/Indicator An increase in performance on district assessments in math. (Other Indicators of student performance in required areas of study.) **17-18** 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 2017-2018 Illuminate Math Blue Benchmark 26% percent of our students met or exceeded standard, which is a 5.9% decrease over 2016 - 2017. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.

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 Assessment of 6th graders in Math	3.1 Assessment of 6th graders in Math. Cost in action 13 service	4000-4999: Books And Supplies Supplemental and Concentration $1000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Continued training in Common Core Math	3.2 Training provided by Math TOA.	Duplicate number included in Goal 1.9 Action 7 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4,228	Cost in service 3.6 and Goal 1.9 Action 7
		Duplicate number included in Goal 1.9 Action 7 3000-3999: Employee Benefits Supplemental and Concentration $772	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Math intervention program in place and training on going.	3.3 Math TOA refined a Tier I math intervention program for the elementary schools.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $32,000	Cost is in service 3.6

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 Maintained literacy coaches at each site to provide professional development for teachers as needed . (Math and Science)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,250

		3000-3999: Employee Benefits Supplemental and Concentration $3,656	3000-3999: Employee Benefits Supplemental and Concentration $3,702
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $456

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.	See service 1.9 Action 7	Duplicate number included in Goal 1.9 Action 7 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,000	
		Duplicate number included in Goal 1.9 Action 7 3000-3999: Employee Benefits Supplemental and Concentration $769	

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 $95,026	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $95,026
		3000-3999: Employee Benefits Supplemental and Concentration $27,001	3000-3999: Employee Benefits Supplemental and Concentration $31,489

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 Through lesson study all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 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 $1,828	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $1,828

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 addition of a Math TOA has been fantastic for our district. We see a difference in the instruction in the classrooms. There are numerous new strategies being used by teachers as evidenced in site walkthroughs.

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

There were great gains in academics in the elementary schools, which focused on math intervention in small group instruction for remediation. Elementary schools averaged a 13.3 point gap reduction in points to Meeting Standards in math. The middle school will be refining their curriculum and intervention program next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2017-18

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 **17-18** 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) 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.	Opportunities for intervention/enrichment services were increased. (AERIES Attendance Report and Master Schedule). This goal was met for participation and chronically absent. The middle school increased the number of student in enrichment to 99% for a total of 747 students in 2017-2018. 736 students in 2016-2017. That is in an increase in number by 11 students and by 1% overall. The middle school has 79% of their students in intervention, which is a total of 588 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 115 total students. A total of 589 of our students at the elementary school participated in intervention programs, which represents about 34% of our students at the elementary schools for 2017-2018 That is a increase in number by 101 students and percentage by 5%. A total of 730 of our students at the 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%.	participated in our after school enrichment programs, which represents about 42% of our students at the elementary schools for 2017-2018. That is an decrease in number by 36 students and percentage by 3%. A total of 211 students or 8.57% of the total student population were chronically absent in 2017-2018. A total of 314 students or 11.4% of the total student population were chronically absent in 2016 - 2017. That is a decrease of 103 students chronically absent and 2.83% decrease overall. There were 6 dropouts in the middle school in 2016-2017. Middle School Dropout Rate for the 2016 - 2017 school year was 0.7% or less than one percent.
Metric/Indicator 100% of students are in required curriculum (Student access and enrollment in all required areas of study) **17-18** 100% of students are in required curriculum **Baseline** 100% of students are in required curriculum. CSD wants to maintain that level every year.	In 2017-2018, 100% of students are in required curriculum.

Expected	Actual
Metric/Indicator CSD wants to lower the chronic absenteeism rate every year. (Chronic absenteeism rates) **17-18** 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.	A total of 211 students or 8.57% of the total student population were chronically absent in 2017-2018. A total of 314 students or 11.4% of the total student population were chronically absent in 2016 - 2017. That is a decrease of 103 students chronically absent and 2.83% decrease overall.
Metric/Indicator CSD wants no student dropouts at the middle school level. (Middle School Dropout Rate) **17-18** CSD wants no student dropouts at the middle school level. **Baseline** The percentage of middle school dropouts in 2016-2017 was 0%	The percentage of middle school dropouts in 2017-2018 was 0%
Metric/Indicator CSD wants to increase the attendance rate yearly. (School Attendance Rates) **17-18** CSD wants to increase the attendance rate yearly. **Baseline** In 2016-2017 the Actual Attendance Rate was 95.40%	In 2017 - 2018 the Actual Attendance Rate was 96% which is an increase in the attendance rate over the 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 Project Based Learning, Art, and Music.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $252,578 3000-3999: Employee Benefits Supplemental and Concentration $66,803 4000-4999: Books And Supplies Supplemental and Concentration $15,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $257,409 Supplemental and Concentration $76,306 4000-4999: Books And Supplies Supplemental and Concentration $12,538

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 Maintained personnel, time and increased course offerings for students. Students had the same or greater amount of programs available after school. Programs included art, math, theater, and music	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $64,405 3000-3999: Employee Benefits Supplemental and Concentration $13,143	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $66,768 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,047 3000-3999: Employee Benefits Supplemental and Concentration $13,802

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 electives at the middle school through the seven period day. Other clubs and sports, such as basketball, occured on all sites.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $52,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,786

		3000-3999: Employee Benefits Supplemental and Concentration $9,597	3000-3999: Employee Benefits Supplemental and Concentration $5,434
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $53,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,312
		4000-4999: Books And Supplies Supplemental and Concentration $7,000	4000-4999: Books And Supplies Supplemental and Concentration $241

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Homework Support.	4.4 Homework Support was provided by school staff as needed.	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 The seven period day at the middle school continued to allow additional opportunities for students to have electives.	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 Maintained summer school program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $14,214	Costs are accrued later in the summer and are not available at this time.
		3000-3999: Employee Benefits Supplemental and Concentration $2,598	

		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 $1,500	

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 seven period day at the middle school continues to allow almost all of our students to have an elective at the middle school. Robotics and intervention programs at the middle school continue to change and grow. The implementation of the A2A program has helped to decrease the number of chronically absent students in the district.

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

The implementation of the A2A program reduced the number of chronically absent students by over 100 students. The percentage of students reduced in the chronically absent students was 2.83%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2017-18

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) **17-18** 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 baseline (AERIES – Suspension and Expulsion Reports) This goal was not met for student referrals and expulsions, but was met for suspensions. There were 1577 student referrals in 2017-2018. There were 1489 student referrals in 2016-2017. That is a increase of 88 referrals or 5.6% for the 2017-2018 school year. In 2017-2018, 105 students were suspended which decreased by 16 students over the previous year. There were 121 students suspended in 2016-2017. In the 2017 - 2018 school year CSD had 154 suspensions for a total of 336 days. The total number of suspensions decreased by 11 incidents and overall by 6.7%. The number of suspension days was exactly the same. CSD had 4 expulsions in 2016-2017. That is an increase of 2 expulsions.

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) **17-18** 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.
Metric/Indicator CSD will reduce the number of expulsions each year. (Student expulsion rates) **17-18** CSD will reduce the number of expulsions each year.	CSD had 4 expulsions in 2017-2018. That is an increase of 2 expulsions.

Expected	Actual
Baseline 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, counselors, social service liaisons, community resources. All staff should be made aware of community services available	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 $93,811 3000-3999: Employee Benefits Supplemental and Concentration $33,278 2000-2999: Classified Personnel Salaries Supplemental and Concentration $84,687	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $93,786 2000-2999: Classified Personnel Salaries Supplemental and Concentration $87,962 3000-3999: Employee Benefits Supplemental and Concentration $37,977

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 including staff development costs for the system and safety.	5.3 PBIS was used in the district and professional development day in October helped the staff to better understand a practical supplemental program to improve PBIS.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $40,000 3000-3999: Employee Benefits Supplemental and Concentration $7,700 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $29,093 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,481 2000-2999: Classified Personnel Salaries Supplemental and Concentration $5,514

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 $93,988 3000-3999: Employee Benefits Supplemental and Concentration $24,642	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $108,365 3000-3999: Employee Benefits Supplemental and Concentration $29,984

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 Some of the training was embedded in the PBIS training in goal 5.3.Some sites began training on additional strategies such as restorative justice.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $9,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $12,000

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 worked on improving the data collection, analysis, and implementation of the PBIS program. Tier III training was completed in May and will be implemented in 2018-2019. We brought in the program Responsibility Centered Discipline, RCD, for a training in October, which was well received and aligns with PBIS.

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

The PBIS program was run with much more fidelity as measured by the PBIS assessments. More assessments were given than in previous years and staff is indicating that the program is running with better fidelity than the previous year. Suspensions were decreased, but student referrals increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will be implementing the RCD In School Solution program to further assist students with challenging behavior. The team will help students in Tier II and III of PBIS to create personalized behavior programs that will be monitored to insure the improvement of challenging behavior. We will add a PBIS coaching stipend for each of the school sites to help better lead the work in 2018-2019. In addition, the social and emotional needs of our students are growing. We are increasing the amount of counseling days at each site to 4 days a week to meet the needs of students. All of these services will be targeted primarily to our foster student, EL students, and student in poverty. All of these services will be added to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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) **17-18** 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 exceeded. 53 parents attended the LCAP parent input session on February 2018, which is an 17.8% increase. 910 participants responded to the survey about the LCAP, which was 13 times higher than previous survey! That is 1344.44% increase!

Expected	Actual
Metric/Indicator Staff including parent liaisons use multiple methods of communication to increase parent input. (Efforts to seek parent input) **17-18** 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.	53 parents attended the LCAP parent input session on February 2018, which is an 8.5% increase. 910 participants responded to the survey about the LCAP, which was 14 times higher than previous survey! That is 1344.44% 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 liaison: Continue to increase two way communication	6.1 Maintained site parent liaisons.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,372 3000-3999: Employee Benefits Supplemental and Concentration $4,606	2000-2999: Classified Personnel Salaries Supplemental and Concentration $40,613 3000-3999: Employee Benefits Supplemental and Concentration $4,827

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. Sites surveyed parents and tailored training around specific site parent needs.	4000-4999: Books And Supplies Title I $6,250	4000-4999: Books And Supplies Title I $6,250

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.3 Maintain parent centers at sites	6.3 Maintained parent centers at sites. This location is maintained by the parent liaisons.	4000-4999: Books And Supplies Supplemental and Concentration $4,800	4000-4999: Books And Supplies Supplemental and Concentration $755
			5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $839

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Maintained parent centers at sites and continue to increase two way communication by piloting a system to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). 6.5 Provided increased opportunities for face to face interaction, participation, and/or communication. 6.6 Maintained an updated school and District website information and communication to parents. 6.7 Continued to increase communication with the unduplicated populations	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $11,250	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $11,821

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 piloted 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 involvement numbers are increasing, especially on the LCAP survey which was 13 times higher than the previous year. That is 1344.44% increase! The parent liaisons were crucial for this improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 6.4 was combined with action 6.3 for the 18-19 plan due to similarities.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

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. The LCAP committee developed new 2017-2020 goals and services which include PBIS coaches at each site to help staff with the implementation of the PBIS program,an in school solution aides to improve the PBIS program and assist students in making better behavior choices through collaborative behavior planning, and adding an additional day of counseling, to help better meet the social and emotional of our students.

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. Data was gathered from the CA school dashboard and due to high suspension rates, new goals and services were created to address this concern. In addition to the dashboard other school measures were collected and reviewed. The feedback was then used to modify the draft goals and services based off of the most important common themes. The services were then prioritized in the order of importance and greatest impact for the base and unduplicated populations. The meeting concluded with reviewing the next steps in the process, which included the budgeting of the goals and services for the next meeting

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 was be shared 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	$2,033
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	$10,000
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	$1,000
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)	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	$10,000
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 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	$118,600
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

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)	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**
1.7 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	$509,696
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	$140,807	$161,408	$161,408
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	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	$109,905
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	$52,916
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)

[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
1.9 Assessment of 3rd graders in reading.	1.9 Assessment of 3rd graders in reading.	1.9 Assessment of 3rd graders in reading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,013	$2,336	$2,336
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 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	$250,000
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	$6,500
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	$52,665
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)	**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**
1.11 Maintain 30 minutes of extra instruction.	1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the undiplicated 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 undiplicated 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	$744,518
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	$151,361
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)	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**
1.12 Assessment of 6th graders in ELA	1.12 Assessment of 6th graders in ELA	1.12 Assessment of 6th graders in ELA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,013	$2,336	$2,336
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 10

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[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**
1.13 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	$49,670
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	$70,992
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)

[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		

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	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
1.15 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	$365,553
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	$74,922
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	$103,370
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	$1,700
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	$1,750	$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)

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
1.16 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	$179,878
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

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)

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
1.17 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	$91,719
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	$130,477
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	$76,119
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	$2,500
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)

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**
1.21 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	$265,221
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	$53,920
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)	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**
1.22 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	$117,994
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	$42,427
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	$50,273
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	$7,434,138
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	$1,511,361
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	$1,664,868
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	$345,089

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)

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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	$317,433
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	$111,552
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$132,465	$118,732	$118,732
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	$169,017
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	$43,281
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	$12,286
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	$1000
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)	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)
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**
3.2 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	$4,066
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	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	$97,179
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	$29,387
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	$2,500
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)	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
3.7 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 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 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	$2,033
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	$234,946
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	$68,717
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	$20,000
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)	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**
4.2 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	$70,034
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	$2,000
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	$16,086
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	$6,402
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	$8,000
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	$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)	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
4.4 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)	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	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	$2,889
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	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	CSD wants to see an increase in the percentage of students feeling safe at school at	CSD wants to see an increase in the percentage of students feeling safe at school at

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percentage of students feeling safe at school at the elementary and middle school settings. (Other Local Measures)		the elementary and middle school settings.	the elementary and middle school settings.	the elementary and middle school settings.
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	$94,749
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	$87,395
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	$35,770
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	$24,500

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

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	5.3 Continue implementation of a district and school-wide behavior support system	5.3 Continue implementation of a district and school-wide behavior support system

including staff development costs for the system and safety.	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.	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	$23,324
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	$12,292
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$65,471	$65,471
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		$5,107	$5,107
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	$97,740
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	$27,654
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	$17,050
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

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	$40,715
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	$5,221
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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action 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	$7,432
Source	Title I	Title I	Title I
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)
[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	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 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 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).

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)	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
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	$13,750
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: **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

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).

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

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).

- 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

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).

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.

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).

- 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

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).

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.

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).

- 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.

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).

- 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

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).

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

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).

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.

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).

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.

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).

- 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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

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

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

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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