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

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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2017-20 Plan Summary

The Story

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

Farmersville Unified School District is a TK-12 district of approximately 2,500 students located in the Central Valley. There is a high school, continuation high school, junior high and three elementary schools. The District employs about 250 employees and has a General Fund budget of approximately $28 million. The ethnic composition of the district student population is approximately 94% Hispanic and 5% White.

The vision of Farmersville Unified School District is "preparing students to be productive members of society and innovative leaders of tomorrow." Students will be equipped with the necessary skills and tools to be post-secondary education prepared, and they will be highly qualified to compete in the global economy. FUSD will work collaboratively with all stakeholders to provide a rigorous course of study for all students by accessing the Common Core State Standards for all students. Along with our high-quality core curriculum programs, we will continuously assess student learning; and provide researched based and systematic interventions to help close the student achievement gap.

LCAP Highlights

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

Our districts' high priorities remain English Language Arts, Mathematics, and English Language Development

Some important actions included in the LCAP are:

- Building and developing our broad course of study (CCR)
- Focus on student and family literacy programs

- Increase services to support student achievement
- Additional counseling services to support social/emotional needs of students

Review of Performance

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

Greatest Progress

The LEA is proud of the progress made in achieving positive results for English Language Arts (ELA) from Orange in 2017 to Yellow for the All Student Group as measured on the 2018 CA School Dashboards. Hispanic and Socioeconomically Disadvantaged student subgroups also improved from Red in 2017 to Yellow in English Language Arts as indicated by the 2018 California School Dashboard results. District gains in English Language Arts resulted from a three-year WRAP (Writing, Reading, and Academic Proficiency) partnership with the Tulare County Office of Education (TCOE). TCOE consultants provided English Language Arts / English Language Development (ELD) professional development strategies for teachers. During late start days, teachers were provided with English Language Development classroom strategies and lesson support for teaching the ELA/ELD standards. TCOE also provided classroom coaching observations that provided teachers, academic coaches, and administrators with instructional pedagogy focused on meeting the academic needs of English Learner students. The district will continue to implement WRAP ELA/ELD partnership for the 2019-2020 school year.

Implementation of STAR / Accelerated Reader program provided an increased emphasis on student literacy for closing student performance gaps in reading. STAR student assessments were administered to all students for establishing baseline reading levels and Accelerated Reader reading goals. STAR tri-annual assessment student reports provided teachers with progress monitoring data to address reading deficiencies. The district had a seven (7) percent decrease in the number of K-12 students reading below grade level this school year as measured by STAR. The STAR / Accelerated Reader program was expanded this year to include alternative education students. The district will continue to implement the STAR / Accelerated Reader program with fidelity during the 2019-2020 school year.

While the district continued to perform in the Red for all students in the area of mathematics as indicated on the CA School Dashboard. The district did achieve growth in grades 4,6,11 on the percent of students meeting the standards on the math CAASPP assessment The district expanded the TCOE math partnership for the 2018-2019 school year to include "math lesson labs" with consultants during late start days. TCOE math consultants provided teachers with professional development and classroom coaching on Common Core strategies to address math student performance gaps. The late start structure provided teacher teams with PLC time to collaborate with math consultants and refine Common Core teaching strategies and lesson development. A teach and co-teach model was implemented by TCOE math consultants who modeled math classroom strategies for teachers, followed by teachers implementing the teaching strategies and receiving coaching feedback. District teachers also participated in grade level Common Core math training "Putting It All Together" math workshops based on grade level student needs.A new six-year partnership was established with GEAR UP grant funding to increase secondary math student

performance. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a U.S. Department of Education federal initiative sponsored the University of California, Tulare Kings College and Career Collaborative, and the Tulare County Office of Education to increase math performance in the Central Valley. GEAR UP provides a comprehensive approach to math improvement which includes fifteen days of math professional development and coaching for secondary math teachers, diagnostic assessments, math interventions, and parent support. The district will continue to implement year-two of a six-year GEAR UP math partnership for the 2019-2020 school year.

There has been increased accountability to implement a districtwide assessment system to close the achievement gap. An analysis of the California School Dashboard data for ELA (Yellow) & math (Red) revealed that students overall performance were not meeting or exceeding the standards on CAASPP results for English Language Arts and math. As a result, Illuminate interim benchmark assessments were developed and implemented every six weeks in ELA & Math districtwide. Interim benchmark assessment results in ELA and math were analyzed during late start PLC meetings to monitor student progress on meeting grade level standards. Re-teaching and intervention cycles were added this school year for struggling students that included re-teaching the standards and providing student interventions for closing achievement gap. Interim benchmark assessment data in ELA and math are being utilized every six weeks to determine which students are not mastering the standards, followed by re-teaching and implementation of student interventions. Additional Illuminate training was provided for teachers and academic coaches to develop interim benchmark assessments as a means of monitoring progress on the standards for English Language Arts and Math. The district contracted with Key Data Systems to align curriculum guides and assessments for the school year and provided additional standards-based assessment training for teachers, academic coaches, and administrators. The district will continue to contract with Key Data systems to further refine the assessment cycle and will include performance-based assessment training for teachers for the 2019-2020 school year.

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

Greatest Needs

There is no Dashboard student group performance for which results were two or more levels below the All Student group. Based on the review of performance on the CA School Dashboard performance indicators for the district:

- The district performance indicator for All Students was Red for Mathematics
- The district performance indicator was Orange for English Learners, on English Learner Proficiency Assessments for California (ELPAC) English Learner students had an average score of 3 (moderately developed)
- The district performance indicator for All Students was Orange for Chronic Absenteeism
- The district performance indicator for All Students was Orange for the Graduation Rate
- The district performance indicator for All Students was Red for College / Career

The district has contracted with Tulare County Office of Education (TCOE) to have a designated consultant at each school site two to three times per month to work with teachers, academic coaches, and administrators on developing their knowledge of the ELA /ELD standards. This partnership provides ELA / ELD professional development through a "co-plan/co-teach" model. Additionally, the district also has contracted with TCOE consultants to provide grade-level teachers with math professional development with an emphasis on Common Core instructional strategies. Math professional development is accomplished through a math lesson lab co-plan/co-teach model.

A districtwide initiative to improve attendance and develop effective School Attendance Review Team / School Attendance Review Board processes is currently being developed to improve chronic absenteeism. The district has partnered with TCOE to align resources, procedures, and polices to TCOE guidelines for attendance improvement.

Student graduation rates declined from 95.5% Blue in 2017 to 86.3% to Orange for all students in 2018 as measured by the CA School Dashboard. A closer examination of the change revealed that Deep Creek Academy students were also included in the high school graduation rate. Deep Creek Academy students will be included in a separate graduation rate for the 2019-2020 school year and will be included as a DASS school (Dashboard Alternative School Status). As a result of declines in graduation rates, the district has developed an Apex credit recovery summer school program to address student credit deficiencies to improve student graduation rates. The district will expand the Apex credit recovery program for the 2019-2020 school year.

The district has partnered with Tulare Kings College and Career Collaborative to obtain two Career Technical Education (CTE) grants. The Career Technical Incentive Grant (CTEIG) and K12 Strong Workforce Grant will be used to expand and strengthen CTE pathways for students. Additionally, the district will continue to partner with College of Sequoias and West Hills College to implement Dual Enrollment college credit courses for the 2019-2020 school year. The Dual Enrollment and CTE grant program are strategic investments for addressing the Red performance indicator outcome for College / Career as identified on the 2018 CA School Dashboard.

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

Performance Gaps

Based on a review of performance on the California School Dashboard status change report:

- English Language Arts indicator was Orange for English Learners, Students with Disabilities, and White student subgroup was Red.
- Mathematics indicator was Red for all students, English Learners, Socioeconomically Disadvantaged, Hispanic and White subgroups.
- The district chronic attendance indicator was Orange all students and subgroups (except White students and Foster Youth) as identified on the CA School Dashboard
- The district overall placement was Red performance indicator for College / Career as identified on the CA School Dashboard
- The district graduation rate was Orange for all students as identified on the CA School Dashboard

The district was identified for Level 2 Differentiated Assistance support as a result of having English Learners and White student subgroups not meeting performance targets as measured by the 2018 CA School Dashboard results. District representatives met with Tulare County Office of Education

(TCOE) representatives to refine Differentiated Assistance processes for improvement. The district has continued to work with TCOE consultants to implement professional development targeting English Learners and math improvement. An expanded math partnership was implemented with TCOE and GEAR UP consultants working directly with academic coaches and teachers to develop instructional practices, strategies, and data analysis.

A review of College / Career performance indicated that the district needs to expand College / Career opportunities for students. The district recently acquired two Career Technical Education (CTE) partnership grants. The purpose of CTEIG and K12 Strong Workforce grants in partnership with the Tulare County Office of Education (TCOE) for the 2019-20 school year to strengthen CTE pathways to address College / Career improvement.

A districtwide initiative for reducing the number of students with chronic absenteeism is underway resulting from all students and majority of student subgroups being identified as Red or Orange as measured on the CA School Dashboard. This includes implementing research-based student attendance interventions for reducing chronic student absences and a partnership with the Tulare County Office of Education to align School Attendance Review Team (SART) and School Attendance Review Board practices.

A credit recovery Apex summer program was established in 2018 and will be expanded to meet the needs of students who are credit deficient in the 2019-2020 school year. The high school has added the Apex credit recovery program to the after school program. These focused efforts to improve graduation rates will have a positive impact on the 2019 CA School Dashboard results. .

Comprehensive Support and Improvement

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

Schools Identified

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

Farmersville Junior High School (FJHS) performance indicators for two consecutive years were Red and Orange for all students and subgroups as identified on the CA School Dashboard. This resulted in the FJHS being identified for Comprehensive Support and Improvement (CSI) by the California Department of Education this year.

Support for Identified Schools

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

Farmersville Junior High School was identified for Comprehensive Support and Improvement (CSI) this school year due to consecutive years of having all Red and Orange performance indicators as identified by the CA School Dashboard. The district conducted a comprehensive needs assessment which included district staff and school stakeholders. The comprehensive needs assessment identified three major areas for CSI support which included 1) Implement a data monitoring dashboard to support MTSS implementation, 2) Implement and monitor student academic and

behavior interventions, and 3) Address resource inequities. CSI / LCAP funds will be used to address the three improvement areas for the school as identified by the comprehensive needs assessment.

The district has contracted with Panorama Education to pilot a "data dashboard" that provides immediate academic and behavior data on student progress. Panorama Education data dashboard articulates with Aeries student information system, Illuminate assessment system, and social-emotional assessments to provide teachers, counselors, and school / district administrators with a data dashboard to monitor student progress. Panorama Education also provides researched-based student intervention models for improving student academic and behavior deficiencies. Panorama Education training will be provided for JHS teachers, academic coach, and administrators in late spring and begin implementation in the fall of the 2019-2020 school year. The district also addressed a resource inequity need for the school and increased JHS Counselor position from a half-time to full-time position for the 2019-2020 school year. This area was identified as a resource inequity and a high priority need for improving both academic and behavior support for students during the school's comprehensive needs assessment. The 2019-2020 LCAP budget provides a full-time counselor for the JHS.

Monitoring and Evaluating Effectiveness

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

The district has contracted with Panorama Education to implement a data monitoring dashboard at FJHS as part of wider districtwide Multi Tiered System of Supports (MTSS) initiative. The data monitoring dashboard provides "real time" data on student progress including both academic and behavior data. The Panorama Education data dashboard articulates with the district's Aeries student information system to provide dashboard data results on student grades, attendance, and behavior data. Additionally, Panorama Education articulates with the district's Illuminate assessment system and provides interim benchmark student assessment results for ELA and math every six weeks. The data dashboard reports are generated for teachers, administrators, and district administrators to track academic and behavior student progress (MTSS). Panorama Education provides teachers and administrators with research-based student intervention curriculum and dashboard features to monitor and track student intervention progress at the teacher, school, and district level. Panama Education consultants will provide data dashboard implementation training for all JHS teachers, academic coach, and school / district administrators.

A full-time school counselor will be added to the school for the 2019-2020 school year. The school counselor will implement and train teachers on Panorama's social-emotional curriculum platform (MTSS). Social-emotional assessments will be implemented in the classroom and uploaded into the data dashboard. The district's Assessment Coordinator and Assistant Superintendent will schedule consistent progress monitoring meetings with the JHS leadership team to review student progress during the 2019-2020 school year. The CSI plan evaluation will be based on the percent of students who have increased performance on meeting or exceeding the standards for ELA and math (10%), and the percent of students with reduced behavior and chronic attendance (5%) as indicated by the CA School Dashboard.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase student achievement for all students and sub-groups in ELA, ELD, and mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1)SBAC - mathematics **18-19** 1)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in mathematics to 20% as measured by Smarter Balanced Assessment . **Baseline** 1) In 2015/2016, 11% of students performed at the Standards Met/Standards Exceeded	1) The percentage of students achieving at "standards met, standards exceeded" in mathematics increased by .42 to 12.44% as measured by the 2017-2018 Smarter Balanced Assessment results. The district did not meet the 9% increase for "standards met and standards exceeded"in mathematics as measured by Smarter Balanced Assessment results.
Metric/Indicator 2)SBAC-English Language Arts **18-19**	2) The percentage of students achieving at "standards met and standards exceeded" in ELA increased by 1.93 to 23.07% as measured by the 2017-2018 Smarter Balanced Assessment results. The district did not meet the 9%

Expected	Actual
2)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” to 32% in ELA as measured by Smarter Balanced Assessment. **Baseline** 2) In 2015/2016, 23% of students performed at the Standards Met/Standards Exceeded	increase for "standards met and standards exceeded in ELA as measured by Smarter Assessment results.
Metric/Indicator 3)CELDT **18-19** 3)Through the implementation of ELD standards education, we will increase the average Performance Level to 3.5 (Intermediate) for the district as measured by ELPAC. **Baseline** In 2015/2016 the approximate average Performance Level was a 3.0 (Intermediate)	3) CELDT has been replaced by EPAC. The average Performance Level was 3 (moderately developed) for the district as measured by ELPAC.
Metric/Indicator 4)Appropriately Assigned Teachers **18-19** 4)The number of teachers teaching without the appropriately assigned credential will be reduced by 1. **Baseline** In 2015/2016 there were 2 teachers working towards having the appropriately assigned credential in the district.	4) The number of teachers teaching without the appropriate credential was 0.
Metric/Indicator 5)Adoption Cycle-Adoption Purchase **18-19** 5)The district will maintain 100% of the latest state adopted materials. **Baseline** In 2015/2016 it was noted that there have been no new adoptions made in the district for the past 10 years. In 2016/2017 a new ELA/ELD adoption was approved for K-12 grades.	The district adopted a new K-12 History Social Science curriculum in 2019, and a new ELA / ELD curriculum in 2017. The district will complete the adoption process for the recently released Science materials during the 2019-2020 school year. The district has maintained 100% of the latest adopted instructional materials.
Metric/Indicator	6) ROLA was not implemented. K-12 students reading 1 year below grade level decreased from 78% to 71 % as measured by STAR.

Expected	Actual
6)ROLA (STAR) **18-19** 6)Increase in K-6 the reading levels of students reading below grade level by 1 year as measured by STAR **Baseline** In 2015/2016 approximately 65%+ of students K-6 were reading below grade level.	
Metric/Indicator 7)PD Calendar/Agendas **18-19** 7)Academic content standards and ELD standards will be the basis of 84% of PLC meetings, grade level meetings, and department meetings. **Baseline** In 2015/2016 approximately 75% of agendas were specific to content standards and ELD as the focus for all PD district wide.	7) Academic content standards and ELD standards were the basis of 80% of PLC meetings, grade level meetings and department meetings.
Metric/Indicator 8)CELDT/ELPAC-Reclassification **18-19** 8) At least 20% of designated English Learners will be reclassified. **Baseline** In 2015/2016, 15% of designated English Learners were reclassified.	8) CELDT has been replaced by ELPAC. 7.5% of designated English Learners were reclassified.
Metric/Indicator 9) Implementation of academic content and performance standards for all students, including English Learner access to the Common Core and ELD Standards. **18-19** 9) Increase implementation status of Academic Content Standards one level as measured by the Dashboard: ELA - Full Implementation and Sustainability ELD - Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation History/ Social Science - Full Implementation **Baseline** Implementation Status:	9) District implementation status: ELA - Full Implementation, English Language Development - Full Implementation, Mathematics - Full Implementation, History Social Science - Initial Implementation, Next Generation Science Standards - Initial Implementation.

Expected	Actual
ELA - Initial Implementation ELD - Initial Implementation Math - Initial Implementation NGSS - Beginning Development History / Social Science - Beginning Development	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain academic coaches for the comprehensive sites to support teachers with pedagogical teaching practices and assist with providing student interventions in both language arts and math, specifically ELs, and low income students.	District hired academic coaches for all comprehensive sites to support teachers with pedagogical teaching practices and assist with providing student interventions in both language arts and math, specifically ELs, and low income students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $612,720	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $612,720

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A coordinator of testing and accountability will be hired to provide district-wide data analysis and reporting for local and state assessments. See the annual update for more information.	A coordinator of testing and accountability was employed to provide district-wide analysis and reporting for local and state assessments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $116,562	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $116,562

Action 3

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue with the additon of two (2) days to the academic calendar for the purpose of providing Professional Development for the Instructional staff in support of enhancing academic performance in the implementation of the Common Core State Standards.	Implemented two (2) days added into the academic calendar for the purpose of providing professional development for the instructional staff in support of enhancing academic performance in the implementation of the Common Core State Standards.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $162,400	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $162,400

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The use of a data-management technician (CALPADS) will be made available district-wide to insure that all student information systems are in alignment with state and local requirements.	A data-management technician (CALPADS) is available for district-wide use to ensure that all student information systems are in alignment with state and local requirements.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,970	2000-2999: Classified Personnel Salaries Supplemental and Concentration $80,970

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The purchase of classroom technology devices will help support the integration of technology in our classrooms for the purpose of implementing embedded lessons to enhance 21st century skills, the 4C's and to prepare for state Smarter Balance Assessments (SBAC).	Purchased classroom technology devices to help support the integration of technology in our classrooms for the purpose of implementing embedded lessons to enhance 21st century super skills, the 4 C's, and to prepare for state Smarter Balance Assessments (SBAC).	4000-4999: Books And Supplies Supplemental and Concentration $495,000	4000-4999: Books And Supplies Supplemental and Concentration $440,842

Action 6

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

Provide K-12 summer school services for students for intervention, remediation, and acceleration purposes. Increased funding for summer school resulted from increased student needs for intervention, remediation, and accleration services.	K-12 summer school services provided student opportunities for intervention, remediation, and acceleration purposes.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $86,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $97,173

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental materials and supplies aligned to state standards as well as student intervention resources, and new academic program support (NGSS, dual language, dual enrollment, and GATE / honors) will be provided to further develop student learning. See the annual update for more information.	Provided supplemental materials aligned to state standards as well as supplies to further develop student learning.	4000-4999: Books And Supplies Supplemental and Concentration $458,928	4000-4999: Books And Supplies Supplemental and Concentration $459,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An extension of classroom instruction will be afforded for our students by providing field trips related to their field of study as a way extending their learning through real-world application of their studies.	Field trips were provided for students as an extension of classroom instruction related to their field of study as a way of extending their learning through real-world application of their studies.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $115,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $115,000

Action 9

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

SCICON will be provided for 5th and 6th grade students to extend and enrich their educational experience.	SCICON was provided for 5th and 6th grade students to extend and enrich their educational experience.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $35,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $35,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Materials as well as supplies will be provided to further develop student learning during the after school program.	Materials and supplies were provided to further develop student learning during the after school program.	4000-4999: Books And Supplies Supplemental and Concentration $25,000	4000-4999: Books And Supplies Supplemental and Concentration $25,000

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Six additional staff will be hired for the after school program for the purpose of providing additional academic assistance for more students and allow the students who are currently on a wait list to participate in the program.	Six additional staff were hired for the after school program for the purpose of providing additional academic assistance for more students and allow the students who are currently on a waitlist to participate in the program.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $107,525	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $107,525

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The after school coordinator will oversee all aspects of the program to ensure students and staff are provided the necessary resources and support. Increased funding for the after school program coordinator position from co-funded to full funding for this position. See the annual update for more information.	The after school coordinator position was provided to oversee all aspects of the program to ensure students and staff are provided the necessary resources and support.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $73,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration $73,000

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Late start Wednesdays will be provided for all teachers for the purpose of professional development.	Late Start Wednesdays were provided for all teachers for the purpose of professional development.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $228,375	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $228,375

Analysis

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

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

Actions / services within Goal 1 were all implemented. The district has made significant strides in the area of assessment and accountability of the standards. The testing and assessment coordinator in collaboration with academic coaches and teachers implemented a new six week assessment cycle for ELA and math at each school. Each school received Illuminate training to develop interim benchmark assessments and academic coaches worked with teachers to develop a re-teach cycle and student interventions to address student deficiencies The testing and assessment coordinator conducted "data dives" after each assessment and student deficiencies were developed using Response to Intervention (RTI) re-teaching component. The district did see an increase on SBAC for ELA which was Orange for all students in 2017 as measured by CA School Dashboard, and increased to Yellow for all students in 2018. The district's English Learner subgroup also improved from Red in 2017 to Orange in 2018 as measured by the CA School Dashboard. English Learners also had an average performance score of 3 (moderately Developed) as measured by ELPAC in 2018. Math progress continues to remain a Red performance indicator in 2018 for all students and subgroups as measured by the CA Dashboard. Expanded math professional development support was provided by Tulare County of Education (TCOE) math consultants for teachers, academic coaches and administrators using a teach / co-teach model during late start days.

The district also made measurable percent increases in Priority 2 / local indicators for implementation of the academic standards in 2018. Teachers survey responses revealed that the district had made significant increases towards full implementation of the standards. These results revealed the following results for district implementation status: ELA - Full Implementation, English Language Development - Full Implementation, Mathematics - Full Implementation, History Social Science - Initial Implementation, Next Generation Science Standards - Initial Implementation. The teacher survey results indicated one level increases from teacher survey results in 2017. This change was primarily due to the district's strategic effort to invest in teacher professional development on the Common Core State Standards/ NGSS and instructional strategies, adoption and purchase of curriculum and supplemental materials aligned to the Common Core State Standards, and providing teacher training on the newly adopted Common Core aligned materials.

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

Although the actions in Goal 1 focused on academic support for all students, district results based on the CA School Dashboard did not reflect the anticipated growth overall by the district. Based on SBAC results in ELA and mathematics, the district did not meet expected outcome of a 9% increase in the number of students achieving at "Standards Met, Standards Exceeding for ELA in 2018. The district's performance reflected a 1.93% increase to 23.07% in ELA. However the district did improve to Yellow performance indicator for all students as measured by the CA School Dashboard. Additionally, in grades 4,5, and 11 saw significant increases in the percent of "students in standards met /standards exceeded" on the SBAC ELA assessment in comparison to the previous year. The district's expected increase was 9% for mathematics, and our actual increase in mathematics was .42% to 12.44% which reflected no change in Red performance indicator for all students as measured by CA School Dashboard.

The district was identified for Differentiated Assistance for English Learners and White student subgroups not meeting their performance growth targets. Academic coaches, teachers, and administrators continue to partner with TCOE consultants to implement ELD strategies in the classroom to improve the performance of English Learners. A new Dual Language program implementation is scheduled for the 2019-2020 school year and will provide an additional research-based program support for English Learners.

This school year, the district did provide increased focus on supporting professional development in ELA and math along with the development of interim assessments and curriculum alignment. The district did achieve full implementation of the district's assessment cycle for monitoring student progress for ELA and math. Interim benchmark assessments in ELA and math were developed by teachers in Illuminate and were administered to students every six weeks. Data dives conducted by district schools provided grade-level teachers and ELA /math secondary teachers with opportunities to conduct an in-depth analysis of student performance gaps in ELA and math. The district also fully implemented a standards-based re-teach intervention cycle for students who had gaps in their performance. These students were re-assessed to determine the success of the re-teach student intervention. The district did supplement LCAP Goal 1 actions by providing Title I funds to contract with Key Data Systems to fully align curriculum guides and assessments in ELA and math to the state standards.

The district did see increased services targeting instructional practice and assessments of student learning. K-12 students reading 1 year below grade level decreased from 78% to 71% as measured by STAR assessments. The district did fully implement STAR literacy assessments as part of a district-wide K-12 literacy focus. The district did supplement Goal 1 actions to provide Title I funds to implement Accelerated Reader materials at all schools to support student literacy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All LCAP actions and services were implemented as described in Goal 1.

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.

The metric and expected annual measurable outcome for increasing K-6 reading levels of students reading 1 year below grade level as measured by ROLA (6), has been eliminated and replaced by STAR as the measure for reading growth. STAR reading assessments are aligned to grade level ELA reading levels standards for the Common Core State Standards and were expanded to include all K-12 students this school year.

The metric and expected annual measurable outcome for the reclassification of English Learners and measurement progress has been changed from CELDT to ELPAC. English Learners were only administered both the ELPAC assessment for the 2018-2019 school year. District results indicated English Learners performed at the Level 3.0 Moderately Developed level as measured by ELPAC. As a result of the new ELPAC measure, the district also showed a decline in the percent of students being reclassified from 16% for CELDT in 2017-2018 to 7.5% in 2018-2019. District results also reflected declines in reclassification rates across the state with the implementation of the new ELPAC assessment.

As a result of this review, the district will continue K-12 professional development partnerships for ELA / ELD and mathematics with the Tulare County Office of Education (TCOE) for consulting services and support. Additional training will be provided to ensure professional development objectives support rigorous standards-based instruction, are aligned to the district-wide assessments, and target all students not achieving the standards in ELA and math. The budgets were revised and updated for 2019-20 as a result of the review of estimated actual expenses in 2018/2019.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Provide a clean, healthy, orderly, physically and emotionally safe environment in which to engage students in their learning and reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Attendance Rate **18-19** 1) Increase student attendance TK-12 to 96.5% ADA **Baseline** 1) In 2015/2016 average daily attendance was 95%.	1) Student attendance TK-12 decreased to 95.69% ADA, The district did not meet the 2018-2019 attendance rate annual measurable outcome of 96% ADA.
Metric/Indicator 2) Graduation Rate **18-19** 2) Increase graduation rates to 96% **Baseline** 2) In 2014/2015 the 4 year cohort graduation rate was 87%.	2) Graduation rates decreased to 86.3% in 2017-2018.

Expected	Actual
Metric/Indicator 3) Chronic Absenteeism Rate **18-19** 3) Decrease the chronic absenteeism by 2.0% to 10.4% **Baseline** 3) In 2015/2016 10.61% of students missed more than 10% of the school year.	3) Chronic absenteeism rate increased by 1.04% to 12.3% in 2017-2018.
Metric/Indicator 4) Suspension Rates **18-19** 4) Maintain suspension rates below 4.6% **Baseline** 4) In 2015/16, there was a 5.7% suspension rate in the district.	4) Suspension rates decreased to 5.1 % in 2017-2018. This resulted in a decrease of 1.3% from the previous year. The district did not meet the 2018-2019 suspension rate metric of 4.8%.
Metric/Indicator 5) Expulsion Rates **18-19** 5) Maintain expulsion rates below 2% **Baseline** 5) In 2015/2016, there was a .07% expulsion rate in the district.	5) Expulsion rates maintained below 1%, the district had 0 expulsions.
Metric/Indicator 6) Dropout Rates **18-19** 6) Maintain dropout rates for the High School below 1% and to maintain the JHS rate at 0% **Baseline** 6) In 2013/14, 4 year cohort high school dropout rate was 7.5%. The junior high school drop out rate was 0.	6) Dropout rates for High School maintained at 1%. The dropout rate for the Junior High School was 0%.
Metric/Indicator 7) Facilities/Safety Compliance Report **18-19** 7) All sites will receive a “pass” score on the Facilities/Safety Compliance Yearly Report. **Baseline** 7) All school facilities need to be in compliance with Williams mandates, and maintain clean and safe environments for students and staff.	7) All sites received a "Good " score on the Facilities / Safety Compliance Yearly (FIT) Report.

Expected	Actual
Metric/Indicator 8) Course Access/Broad Course of Study for all students including Unduplicated Pupils and those with exceptional needs **18-19** 8) Increase participation of K-12 students, teachers, and parents in college career readiness awareness/informational sessions by 15%. **Baseline** In 2015/2016 participation for students, teachers, and parents was provided only at the high school. Approximately 45 parents were present.	8) Increased participation of K-12 students, teachers, and parents in college and career readiness awareness informational sessions by 15%.
Metric/Indicator Safety and Connectedness **18-19** 9) Increase to 80%of students reporting a caring school environment on the CA Healthy Kids Survey. **Baseline** In 2015/16 CA Healthy Kids Survey Data reported that 68% of students surveyed reported a caring school environment.	9) 87.5 of students report caring adults in school as measured by the CA Healthy Kids Survey results.

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
Two counselors will be hired, one for Hester and one at Snowden to assist students with social/emotional, guidance, and academics.	Two counselors were hired at Hester and Snowden to assist students with social / emotional, guidance, and academics.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $236,908	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $236,908

Action 2

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

Health aides and LVN will be available at all sites to ensure that student health needs are taken care of immediately upon need during the hours school is in session.	Health Aides and LVNs are available at all sites to ensure that student health needs are taken care of immediately upon need during the hours school is in session.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $165,705	2000-2999: Classified Personnel Salaries Supplemental and Concentration $165,705

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A bilingual school nurse will be hired to coordinate our district-wide health services department to insure that our student health needs are met and they have accessible health care, including dentists and eye doctors.	A bilingual school nurse was hired to coordinate our district-wide health services department to ensure that our students health needs are met and they have accessible health care, including dentists and eye doctor referrals.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $101,172	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 101,172

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To ensure a civil and inclusionary environment, campus supervisors-noon duty will be hired at the high school, Jr. high and Deep Creek Academy.	To ensure a civil and inclusionary environment, campus supervisors were hired at the high school, Jr. high school, and Deep Creek Academy.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $277,990	2000-2999: Classified Personnel Salaries Supplemental and Concentration $277,990

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attendance clerks will be funded to assist in the school offices in the follow-up of students who are absent from school. In addition, they will work closely with the administration to follow-up on	Attendance Clerks were funded to assist in the school offices to follow-up of students who are absent from school. Attendance clerks also worked closely with administration to follow-up up on	2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,850	2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,850

students who are truant from school.	students who were truant from school.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We will maintain the necessary number of teachers in order to keep class-size reduction to a maximum of 22:1 students in grades Transitional-Kindergarten to 1st grade. This will encourage student engagement and participation resulting in a more rigorous academic program for unduplicated students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-1 class sizes to 22:1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.	The district maintained the necessary number of teachers to keep class-size reduction to a maximum of 22 students in grades Transitional-Kindergarten to 1st grade (average TK- 1 class size was 22). This encourages student engagement and participation resulting in a more rigorous academic program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,609,532	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,609,532

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to maintain safety and connectedness we will purchase one school van and two buses to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Additonally,	In order to maintain safety and connectedness, the district purchased two school vans to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Shade	6000-6999: Capital Outlay Supplemental and Concentration $146,000	6000-6999: Capital Outlay Supplemental and Concentration $146,000

purchase one shade structure to ensure student safety at Freedom Elementary School. See the Annual Update for more information.	structure was purchased for Freedom to ensure student safety.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselor's will be provided at Freedom, the junior high, and the high school to assist students with academics, social/emotional, guidance, college/career, etc.	Counselors were provided at Freedom, the junior high school, and the high school to assist students with academics, social / emotional, guidance, and college and career services.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $353,649	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $453,649

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a school based resource officer to provide support, training, education to students and sites.	The district maintained a school resource officer to provide support, training, and education to students and sites.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,690	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,690

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Save the Children program is a partnership to support young mothers (in district and community) with parenting skills, life skills, and educational support to prepare their children for school. The district will co-fund Save the Children Coordinator position. Save the Children will contribute 57,000 as part of this partnership agreement.	Save the Children program was funded to support young mothers (in district and community) with parenting skills, life skills, and educational support to prepare their children for school.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $12,000	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.

All actions and services were implemented as described in Goal 2. The CA School Dashboard performance indicator for "suspension rate" was Orange in 2017 and declined by 1.3% to 5.1% for all students, and improved to Yellow in 2018. School counselors continue to provide increased social-emotional services for students. Second-step curriculum and PBIS pilots were implemented in the 2018-2019 school year, along with Turning Point County mental health services for students and families. School counselors will continue to fully implement social-emotional services for students and their families for reducing student suspension rates and improving student behavior.

Chronic absenteeism increased by 1.04% to 12.3% and was Orange for all students as measured by the CA School Dashboard in 2018. As a result, a districtwide initiative for improving student attendance and reducing chronic absenteeism is a focus for improvement for the 2019-2020 school year. The district is partnering with the Tulare County Office of Education School Attendance Review Board, school attendance clerks, community liaisons, administrators, and outside agencies to implement attendance improvement strategies and interventions. Title IV funds will be used to supplement Goal 2 objectives and provide additional resources for reducing chronic absenteeism and drop-out prevention interventions.

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

Goal 2 actions focused on providing an emotionally safe environment for students. The district did see improvement in the reduction of suspensions particularly for Socioeconomically Disadvantaged and English Learners subgroups went from Red in 2017 to Yellow in 2018. Our White student subgroup remained Red as measured by the CA School Dashboard performance indicator. The district will continue to implement social-emotional support services to reduce student suspensions for all students.

The district graduation rate declined for all students from 95.5% in 2017 (Blue) to 86.3% in 2018, resulting in a Orange district performance indicator as measured by the CA School Dashboard. Graduation rates for English Learners continue to reflect Green or high performance indicator as measured by the CA School Dashboard. Deep Creek Academy graduation rates were included in the 2017-18 graduation calculations and will be included separately in the DASS graduation rate for 2018-2019. The district continues to supplement LCAP goal 2 actions with strategic use of Title I funds to expand Apex secondary school credit recovery programs. Apex credit recovery programs have been implemented at all high schools and summer school to improve graduation rates.

While suspension rates for all students and subgroups have declined as reflected in the CA School Dashboard, students with disabilities subgroup did not. Students with disabilities subgroup performance indicator was Yellow in 2017, and Red in 2018 as

measured by the CA School Dashboard. The district has identified a need to provide additional classroom behavior support for students with disabilities. Classroom behavior aides and a psychologist intern will be added to increase classroom support for students with disabilities subgroup for the 2019-2020 school year.

Local indicators for the CA School Dashboard established a 78% student response for the CA Healthy Kids Survey for School students reporting a caring adult and safety in school. Local indicators for the CA School Dashboard reported the district did meet the expected annual measurable outcomes as 87.5% of students reported caring adults in school. Additionally, 89% of students reported being safe at school on the CA Healthy Kids Survey results for the 2017-2018 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was only one projected expenditure difference between budgeted expenditures and actual expenditure. The budget increased to expand the Junior High School Counselor services from half-time to a full-time position.

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.

An additional measure for the CA School Dashboard was released in 2018 which included a chronic absenteeism performance indicator. A review of this data showed a majority of district student and subgroups performance indicators as Red or Orange. Students with disabilities received a Red performance indicator as measured on the CA School Dashboard. The district has developed a districtwide initiative for the 2019-2020 school year to improve student attendance in collaboration with the Tulare County Office of Education.

The Junior High School was identified for Comprehensive Support and Improvement (CSI) by the CA Department of Education as a result of performance indicators for all subgroups being Orange / Red for two consecutive years. The district conducted a comprehensive needs assessment at the JHS and determined a a resource inequity at the school existed. The district has increased counseling services at the Junior High School by increasing the counselor position from half-time to full-time (Action 8 budget change). CSI funds will also be used to provide a data dashboard that will assist the school for monitoring student behavior, academic and intervention progress.

Suspension data for students with disabilities reflects a need to increase social-emotional support services and school connectedness for this subgroup. The district conducted a gap analysis of support services needed to meet both the social-emotional and academic needs of students with disabilities. A new action (Action 11) for Goal 2 will provide six (6) additional classroom behavior aides and one (1) Psychologist Intern position to support students with disabilities in school with additional socio-emotional and academic support for the 2019-2020 school year.

In order to maintain school safety for students, the district will purchase two buses to transport students to school. The district will also purchase one shade structure at the Junior High School for school safety. LCAP student survey results indicated a shade structure to be a high priority for junior high school students. Action 7 will be be modified to reflect this change.

CA School Dashboard data for reducing student chronic absenteeism and suspensions , and improving graduation rates will continue to be a focus of improvement for unduplicated students.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Increase the level of engagement by parents, family, and community stakeholders in the education of their children.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Attendance Sheets/Registration Forms/ Title I Surveys for parents of all students, including Unduplicated Pupils and those with exceptional needs **18-19** 1) Increase parent involvement to 29%, this will ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services. **Baseline** 1) In 2015/2016 approximately 20% of families participated in functions at their child's school.	1) Parent involvement increased by 7% as indicated by Parent Institute for Quality Education (PIQE), Parent Empowerment Programs (PEP,) and LCAP attendance sign-in sheets, registration forms, and Title I survey results to ensure all unduplicated students and special needs students are represented. and supported by parental understanding of programs and services. Parent involvement data (sign-in sheets, course offerings, and Title I parent surveys) showed that 30% of parents reported participating in 2.7 parent involvement school activities for the 2018-2019 school year.
Metric/Indicator 2) Course Offerings/Registration Forms **18-19**	2) Four parent education courses were offered for the purpose of understanding technology, English- as-a-Second Language, and Common Core Standards. PIQE provided fall and spring nine-week courses at each school on parent empowerment, literacy, and STEM education.

Expected	Actual
2) Provide at least 4 parent education courses for the purpose of understanding the use of technology, CCSS and English-as-a second-language. **Baseline** 2) In 2015/2016 2 parent education classes were provided to parents to develop their understanding of school services and learning expectations.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain community liaisons to develop links between the community, district and schools for the purpose of initiating contact and pursuing communication with teachers and staff, especially those that do not speak their language.	Community liaisons were maintained to develop links between the community, district, and schools for the purpose of initiating contact and pursuing communication with teachers and staff, especially those who do not speak the language.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $96,300	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $96,300

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent empowerment, advocacy, and family literacy programs will be provided in schools. The purpose is to help parents navigate our educational systems and help parents advocate for their children on how to help their child chart a pathway to college. ESL/Literacy Classes	Parent empowerment, advocacy, and family literacy programs were provided in schools. The purpose was to have parents navigate our educational system and help parents advocate for their children on how to help their child chart a pathway to college. ESL / Literacy Classes	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $35,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $35,000

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.

All actions and services were implemented as listed in Goal 3. Various parent education and involvement courses were offered this year for parents and community members (ESL, citizenship, GED, technology)). Community liaisons worked closely with site administration and counselors to ensure pertinent information and opportunities were provided to parents and community members over the course of the year.

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

Working in conjunction with the College of the Sequoias (COS), and Visalia Adult School, and the Parent Institute for Quality Education program (PIQE), the district was able to offer additional courses and training opportunities to parents and community members. As a result, parent participation in PIQE parent education / empowerment programs continues to grow. The district will continue to shift the focus on increasing parent empowerment programs at the school level. This shift is designed to educate parents and community stakeholders on how to navigate the educational system to support student and family success.

- Parents and Community Liaisons were provided with PIQE training opportunities. These included offering parents nine-week PIQE level 1 curriculum on parent empowerment, literacy, and STEM education. Level 1 classes provided parents with parent empowerment skills to navigate the educational system to support their students in schools. The district saw a measurable increase in parent involvement as over 200 parents districtwide participated in level 1 PIQE courses. The district did meet the 7% increase to achieve the 30% parent involvement outcome for the 2018-2019 school year.
- Although parent participation rates increased in schools, the parent participation rates for ESL classes dropped significantly in both the COS and Visalia Adult School programs. As a result, the district has reached agreement with the College of the Sequoias Adult School Consortium and Visalia Unified School District to transition adult education services back to Farmersville USD administration. The transition of adult education services back to the district will provide the entire Farmersville school community with adult education services that align to the broader community needs.

The district will continue to implement research-based parent and community empowerment programs, family literacy programs, and collect data on program effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in Goal 3 funding between budgeted expenditures and actual expenditures. Title I funds were used to supplement Action 2 services for parent empowerment to provide child-care services for parents.

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.

The district implemented Parent Institute for Quality Education (PIQE) programs across the district for parents during the 2018-2019 school year. This resulted in a significant increase of parent empowerment and parent participation across the district (200 additional parents). The district will expand PIQE programs to include teacher participation for the 2019-2020 school year. A new six-year GEAR UP math grant includes a parent education component to increase parent empowerment in school in collaboration with PIQE. PIQE provides training for teachers on how to increase parent involvement, specifically in the education process to ensure student success. The district will implement PIQE teacher and administrator training in the 2019-2020 school year.

The district has reached agreement to transition adult education services from Visalia Adult School back to Farmersville USD administration for the 2019-2020 school year. The rationale for this change is to ensure that adult education services align with district parent empowerment program, and the broader Farmersville community. Additional funding in Action 2 (Modified) will be provided to support expansion of parent education classes. The district will supplement Action 2 objectives and receive state Adult Education Block Grant funding to support parent participation in adult education programs and services.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Every student will graduate with 21st Century skills and a broad course of study for high school success and/or a college preparatory curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) A-G Completion Rates **18-19** 1) Increase to 40.6% the numbers of all students, including unduplicated and special needs, the number of A-G courses completed. **Baseline** 1) In 2014, 32% of 4 year cohort completed A-G courses	1) The percentage of all students, including unduplicated and special needs, completing A-G courses decreased by 1% to 38.9%.
Metric/Indicator 2) EAP-ELA Results **18-19** 2) Increase to 32.11% the number of all students, including unduplicated and special needs, the percentage of students "conditionally ready or ready" on the EAP in ELA.	2) The percentage of all students of all students, including unduplicated and special needs students "conditionally ready and ready" on the EAP in ELA increased by 23.1% to 53.23%.

Expected	Actual
Baseline 2) In 2015, 52% of students were “conditionally ready or ready” on the EAP in ELA.	
Metric/Indicator 3) EAP-Math Results **18-19** 3) Increase to 8.1% the number of all students, including unduplicated and special needs, the percentage of students “conditionally ready or ready” on the EAP in math. **Baseline** 3) In 2015, 8% of students were “conditionally ready or ready” on the EAP in Math.	3) The percentage of all students, including unduplicated and special needs "conditionally ready and ready" on the EAP in math increased by 1.85% to 6.95%.
Metric/Indicator 4) AP Exam Results **18-19** 4) Increase to 26.5% the number of all students, including unduplicated and special needs, the percentage of students passing AP exams with score of “3” or higher. **Baseline** 4) In 2015, 33% of students passed AP exams with scores of “3” or higher	4) The percentage of all students, including unduplicated and special needs, the percentage of students passing AP exams with a score of "3" or higher increased by 11.3% from the previous year to 37.7%.
Metric/Indicator 5) CTE Completion Rates **18-19** 5) Increase to 11.5% the number of all students, including unduplicated and special needs, the percentage of students completing at least 1 Career Technical Education (CTE) Pathway. **Baseline** 5)In 2014, 22% of 4 year cohort completed at least 1 Career Technical Education (CTE) Pathway. Metrics: Master Schedule (Course Offerings), AP Results, EAP Results, A-G completion by cohort, CTE completion by cohort	5)The percentage of all students, including unduplicated and special needs, completing at least one Career Technical Education (CTE) Pathway increased by 18.5% to 25%.

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
Site and district computer technicians will be available to insure that any devices and/or infrastructure related to the implementation of technology in the classroom function and ensure that the facilities can support the technological changes.	Site and district computer technicians were available to insure that any device and /or infrastructure related to the implementation of technology in the classroom functioned and ensure that the facilities can support the technological changes.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $207,190	2000-2999: Classified Personnel Salaries Supplemental and Concentration $207,190

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Media-technology specialist will be available to provide library media services related to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment, school's website and other instructional technological needs in support of the district and school technology needs. They also support our ELs, low income, and foster youth by providing additional time and resources when required.	Media -Technology Specialist were available to provide library media services related to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment, school's website, and other instructional technological needs in support of the district and school technology needs. They also support our ELs, low income, and foster youth by providing additional time and resources when required.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $323,748	2000-2999: Classified Personnel Salaries Supplemental and Concentration $323,748

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A web specialist/computer technician will be available district-wide for the purpose of implementing and maintaining the district website. In addition, they	A web specialist/computer technician was available district-wide for the purpose of implementing and maintaining the district website. In addition, they	2000-2999: Classified Personnel Salaries Supplemental and Concentration $73,069	2000-2999: Classified Personnel Salaries Supplemental and Concentration $73,069

will assist the staff with the usage and operation of multimedia hardware and/or software for the purpose of insuring timely and immediate communication with the community and stakeholders at large.	assisted the staff with the usage and operation of multimedia hardware and/or software for the purpose of ensuring timely and immediate communication with the community and stakeholders at large.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21 century skills, broad course of study.	Resources and materials were provided to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $375,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration $439,357

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A music teacher will be hired to provide music foundation and appreciation at the elementary level. They will provide additional music exposure and time to our ELs, low income, and foster youth when necessary.	A music teacher was hired to provide music foundation and appreciation at the elementary level. They provided additional music exposure and time to our ELs, low income, and foster youth when necessary.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $76,656	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $76,656

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tulare/Kings College and Career Collaborative will provide important information and training related to college and career readiness.	Tulare/Kings College and Career Collaborative provided important information and training related to college and career readiness.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,600	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $3,600

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Repair and/or purchase music instruments in order to build and maintain a music program. ELs, low income, and foster youth will be provided the necessary resources in order to participate in the music program.	Repair and purchase music instruments in order to build and maintain music program. ELs, low income, and foster youth were provided the necessary resources in order to to participate in the music program.	4000-4999: Books And Supplies Supplemental and Concentration $15,000	4000-4999: Books And Supplies Supplemental and Concentration $15,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a choir/accompanist in order to develop and support music appreciation.	Maintained a choir/accompanist in order to develop and support music appreciation.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $14,120	2000-2999: Classified Personnel Salaries Supplemental and Concentration $14,120

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Clerical assistance will be provided to the high school counselors with college and career planning (guidance secretary).	Clerical assistance was provided for high school counselors to assist with college and career planning (guidance secretary).	2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,471	2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,471

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 implemented as listed in Goal 4. The CA School Dashboard College / Career performance indicator was released in 2018. The criteria for measurement for College/ Career performance indicator includes a wide variety of factors and continues to evolve. The district's College / Career performance indicator was Red in 2018. Several significant criterion changes impacted the the district 's College / Career performance indicator as Red in 2018. These changes adjusted the criteria on how CTE

pathways were counted previously. The district has aligned CTE pathway requirements to address the new CTE College/ Career requirements. The results of this CTE alignment have increased CTE pathways completion by 18.5% from the previous year to to 25% in 20118-2019. Dual Enrollment courses for college credit are now included as part of the College / Career performance indicator. The district initiated Dual Enrollment college credit courses with the College of Sequoias (COS) during the 2018-2019 school year and were not counted in the 2018 Dashboard results. As the College / Career performance indicator continues to evolve, the district continues to focus on improving college and career programs and services for unduplicated students.

- Dual Enrollment college credit courses will have a positive impact on the 2019 College / Career indicator as measured by the CA School Dashboard. The district has partnered with COS and West Hills College to increase student Dual Enrollment courses for college credit this year.
- The district has partnered with the Tulare Kings College and Kings Collaborative and the Tulare County Office of Education to acquire to CTE grants to strengthen and expand CTE pathways. Recently, acquired CTEIG and K-12 Strong Workforce grants will provide valuable CTE resources for meeting CTE College / Career Dashboard performance requirements.
- CTE pathway completion rates increased by 18.5% to 25%. Expanded CTE course offerings include: Agriscience, Ornamental, Animal Science, Welding, Production and Managerial Arts, Visual and Commercial Design, Game Design and Integration, and Public Safety.
- Advanced Placement rates of students scoring 3 or higher increased by 11.3% to 37.7%,
- Early Assessment Program (EAP) scores increased by 23.1 % in ELA to 53.23%, and increased in Math by 1.85% to 6.95% for students who are "conditionally ready and ready" for college.

Increasing College and Career readiness and broad course of study opportunities for unduplicated students continues to be a districtwide focus.

The need to expand K-12 music appreciation programs to all schools continues to be a focus for improvement. The district has implemented music appreciation programs for students in grades 4-12. LCAP community forums and parent survey feedback from K-3 schools indicate a desire to expand music appreciation programs for these students. The district will continue to examine music appreciation structures to ensure that all K-12 students have access to music appreciation programs.

The district has received survey feedback from teachers to provide additional support for shifting technology resources from tech support to developing support for blended classroom instruction. The district will continue to explore options and resources to develop innovative blended learning classrooms for teachers. The district will develop a pilot for effective use of technology using Title IV resources for increasing teacher expertise in the area of supporting blended classroom experiences for students.

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

Broad course of study resources and materials have increased opportunities for new 21st Century learning experiences for students. District improvement in the area of broad course of study was evident this year, specifically in the areas of Dual Enrollment, Gifted and Talented Education, and NGSS / STEM education. The Tulare Kings College and Career Collaborative partnership has provided increased vertical articulation of college and career programs. The TK Collaborative provided dual enrollment partnerships with COS

and West Hills College for students to enroll into college credit courses, provided industry partners to articulate CTE programs, and provided CTE grant opportunities. Gifted and Talented Education (GATE) teachers were provided with supplemental resources to expand enrichment programs and develop project-based learning activities for students. A GATE showcase event provided students with opportunities demonstrate 21st Century learning projects for parents and community members. Honors summer courses provided students with skills to prepare for rigorous courses at the Junior HIgh School which included providing students with rigorous ELA and math instruction. Next Generation Science Standards (NGSS) resources provided teachers with materials to develop hands-on learning opportunities to address NGSS standards. Teachers used broad course of study funds to receive training on NGSS standards and explore STEM program options. Broad course of study resources were also provided to develop a Dual Language program for implementation for the 2019-2020 school year. Dual language teacher training was provided and Spanish supplemental materials were purchased in preparation for dual language implementation to support English Learner student needs.

The effectiveness of Goal 4 actions were measured through a review of the following student performance data:

- Advanced Placement percentage of students with a score of 3 or higher increased 11.3% to 37.7%. The district did meet the Annual Measurable Objective (AMO) for this year.
- The percentage of students achieving "conditionally ready or ready' increased in EAP for ELA significantly by 23.1% to 52.3%, and increased in math to 6.95%. The district did meet the our Annual Measurable Objective (AMO) in ELA, did not meet AMO in math.
- The percentage of students completing a Career Technical Education Pathway increased by 18.5% to 25%. The district did not meet their AMO for CTE completion rates.
- The percentage of students completing A-G courses increased to 53.23%. The district did not meet their AMO for A-G completion rates.

The district will continue to refine programs and services to meet the college and career needs of our unduplicated students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material difference in Goal 4 between budgeted expenditures and projected 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.

The district will continue to develop a broad course of study, 21st Century learning experiences, and college and career readiness opportunities for unduplicated students. School counselors are continuing to develop K-12 college and career vertical alignment to support college and career opportunities for students at each grade level. Based on this analysis college and career services for unduplicated students will be expanded for the 2019-2020 school year. This will ensure that all students have the necessary skills and support for college and career readiness, and 21st Century learning.

- The district will increase CTE support in Goal 4. A new Career Technical Education (CTE) Coordinator position will be added (Action 10) in the LCAP for the 2019-2020 school year.

The district will continue to focus on academic language, literacy, and rigorous classroom instruction to support 21st Century learning for all students. Teachers will continue to focus professional development in these areas to meet college and career needs of our unduplicated students.

Additional changes included the following:

- Metric targets were adjusted after reviewing actual results.An additional measure was added for Students with Disabilities enrollment in CTE Courses
- Budgeted expenditures were adjusted after reviewing the 2018-2019 expenses
- Action 4 (Modified) budget was increased to provide matching funds for Career Technical Education grant funding

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The Farmersville Unified School District used a series of activities to engage parents, students, staff, bargaining unit members, and community members in the development of the LCAP. They include:

Board Meetings

*September 11, 2018 6:45 p.m., Board Room

- LCFF, Presentation of annual financial report unaudited actuals

*November 13 , 2019 6:45 p.m., Board Room

- LCFF Budget Update

*May 28, 2019 6:45 p.m., Board Room

- Public Hearing- Official update of 18-19

*June 11, 2019 6:45 p.m., Board Room

- Approval of budget

Public/Open Forums Notices

*February 25, 2019
- Invitation to attend community forums sent out to all teachers, staff, parents, administration, and community members.
- Hard copy and online survey sent to parents, staff, students, and community members.

*March 7, 2019 5:30 p.m., Board Room

- Report out 2018-19 LCAP activities, actions, summative data, and expenditures.
- Collect surveys.
- Answer community questions and solicit public input.

*March 28, 2019 5:30 p.m., Freedom Elementary Open House/LCAP Open Forum
- Report on current district summative data.
- Report on summary of survey data.
- Receive public input and conduct parent surveys .

*April 11, 2019, 5:30 p.m., Hester Elementary Open House/LCAP Open Forum
- Report plans and goals to address eight (8) state priorities in 2017-18 LCAP based on local assessment data and survey feedback.
- Receive public input and conduct parent surveys.

* April 25,2019, 5:30 p.m. Farmersville High School Open House/LCAP Open Forum
- Report plans and goals to address eight (8) state priorities in 2017-18 LCAP based on local assessment data and survey feedback.
- Receive public input and conduct parent surveys.

*May 2,2019, 5:30 p.m., Snowden Elementary Open House/LCAP Open Forum
- Report plans and goals to address eight (8) state priorities in 2017-18 LCAP based on local assessment data and survey feedback.
- Receive public input and conduct parent surveys.

*May 23,2019, 5:30 p.m. Farmersville Junior High School Open House/LCAP Open Forum
- Report plans and goals to address eight (8) state priorities in 2017-18 LCAP based on local assessment data and survey feedback.
- Receive public input and conduct parent surveys.

*May 28,2019 Board Meeting

- Public Hearing - Solicit recommendations and comments from the public regarding expenditures proposed in the 2017-18 LCAP

*June 11,2019 Board Meeting

LCAP Board Approval

DELAC Committee

*April 8, 2019 & May 23 ,2019

- Review Goals, State Priorities, and present district data
- Elicit Suggestions/Recommendations and Actions based on data and need
- Budget review, conduct parent surveys, LCAP plan updates

LEA SELPA / TCOE Consultation

May 7,2019

- Review of Special Education Stakeholder participation in LCAP meetings: 9/13/18, 10/18/18, 11/15/18, 1/17/19, 2/21/19, 3/14/19, 4/11/19, 5/9/19
- Review of Dashboard results for Special Education Student Subgroup progress/ needs / services
- Review of Performance Indicator Reports (PIR) for Special Education 3/28/19, 4/20/19
- Participation of Director of Special Education (DOSE) TCOE / SELPA meetings and minutes: August 27,2018, October 1,2018, November 5,2018, December 3,2018, February 4,2019

CSEA/FTA

*May 28,2019 District Office

- Report on current district data, budget, and LCAP funded positions / services
- Report on summary of survey data
- Received input based on 8 state priorities

LCAP Advisory Committee (also serves as our Parent Advisory Committee)

*September 13, 2018, October 18, 2019, November 15,2018, January 17, 2019, February 21, 2019, March 14, 2019, April 11, 2019, and May 9, 2019

- Review Goals
- Review 8 State Priorities
- Budget allocations and action proposals based on stakeholder feedback and recommendations
- Finalize LCAP actions and allocations for board presentation

SSC/ ELAC

*September-November 2018, SPSA alignment to LCAP

STUDENTS

*February 25, 2019

Students from FJHS, FHS, and Freedom were invited to participate in LCAP survey focused on the 8 state priorities (987 / 86.6% students participated).

Budget Updates on the LCAP:

April 11 & May 9, 2019
- LCAP Committee approval of additional revenues of $381,288 for the 2018-2019
- LCAP Committee approval of 2019-2020 LCAP Revenues

Impact on LCAP and Annual Update

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

Presentations to SSC and ELAC/DELAC committees, as well as community forums, bargaining units, Board of Education, and LCAP advisory committee were conducted to review progress in various areas including academics, attendance, and participation. ELA/ELD and Math remain targeted areas of need. Stakeholder feedback.

Review of 1,401 LCAP survey responses returned from school staff, students, parents, and community stakeholders provided feedback regarding the four LCAP goals.

Farmersville Unified School District four goals are in alignment with the state priorities.

Based on the data presented to all stakeholders and discussion that took place, stakeholders validated the current goals and recommended modifications to a small number of actions in the three year LCAP. Stakeholders requested the following actions/services continue to be a focus of the three- year LCAP plan:

Goal 1:
- Maintain the additional staff hired for the after school program for the purpose of providing additional academic assistance for more students.

- Maintain funding for the after school program coordinator position to oversee all aspects of the program to ensure students and staff are provided the necessary resources and support.
- Maintain the coordinator of testing and accountability position to provide district-wide accountability for state and local assessments.
- Continue late start Wednesdays for all teachers for the purpose of professional development and review of student assessment data.
- Increase summer school funding to support targeted K-12 remediation, enrichment, and acceleration purposes.
- Maintain funding for classroom technology to support 21st century learning.
- Maintain resources for academic coaches to implement targeted student interventions services for ELA & math for low income and EL students. Student intervention resources added to the supplemental materials budget.
- Increase supplemental materials and resources to support state standards implementation for the following new district programs: NGSS/STEM, Dual Language, Dual Enrollment, GATE / Honors.

Goal 2:

- Maintain class-size reduction funding in Transitional-Kindergarten to first grade to a maximum of 22 students to ensure student engagement and participation resulting in a more rigorous academic program.
- Increase the contribution of the Save the Children (co-funded) Coordinator position to enhance partnership services to support young mothers and children in the community with literacy and life skills.
- Maintain counselor positions at all schools to support the social/emotional needs of students. Provide additional funding to increase JHS counselor position from half-time to full-time.
- Continue to purchase two school buses for the purpose of transporting students safely to school related activities that will enhance their learning and participation; purchase shade structures for safety purposes.
- Hire six additional classroom behavior aides and Psychologist Interns to provide additional social-emotional and academic support services for students with disabilities (New).

Goal 3:

- Continue to implement research-based parent empowerment, advocacy, and literacy programs in schools to help parents navigate our educational system and help parents advocate for their children.
- Increase budget to provide ESL, literacy, and citizenship classes to support parent education and empowerment in collaboration with adult education.

Goal 4:

- Maintain funding for a music teacher to provide a music program at the elementary school level.
- Continue to provide funding to repair and/or purchase new musical instruments.
- Continue to provide materials and resources to further expand CTE and pathways to develop our broad course of study offerings.

- Continue to support the Tulare /Kings College and Career Collaborative to provide important information, grant opportunities, and training related to college and career readiness.
- Provide a Career Technical Education Coordinator position to increase broad course of study opportunities and CTE pathways for students (New)

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

Increase student achievement for all students and sub-groups in ELA, ELD, and mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Yearly CAASPP results continue to indicate the need to focus on providing impactful resources and continued implementation of research-based instructional practices to increase the level of student achievement, especially in the areas of English Language Arts, Math and English Language Arts.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1)SBAC - Mathematics	1) In 2015/2016, 11% of students performed at the Standards Met/Standards Exceeded	1)Through the implementation of content/performance standards education, we will increase the percentage of students	1)Through the implementation of content/performance standards education, we will increase the percentage of students	1)Through the implementation of content/performance standards education, we will increase the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		achieving at “standards met, standards exceeded” in mathematics to 18% as measured by Smarter Balanced Assessment.(Actual 12.4%)	achieving at “standards met, standards exceeded” in mathematics to 20% as measured by Smarter Balanced Assessment .	achieving at “standards met, standards exceeded” in mathematics to 22% as measured by Smarter Balanced Assessment.
2)SBAC-English Language Arts	2) In 2015/2016, 23% of students performed at the Standards Met/Standards Exceeded	2)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” to 30% in ELA as measured by Smarter Balanced Assessment.(Actual 23.07%)	2)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” to 32% in ELA as measured by Smarter Balanced Assessment.	2)Through the implementation of content/performance standards education, we will increase the percentage of students achieving at “standards met, standards exceeded” to 34% in ELA as measured by Smarter Balanced Assessment.
3)CELDT / ELPAC	In 2015/2016 the approximate average Performance Level was a 3.0 (Intermediate)	3)Through the implementation of ELD standards education, we will increase the average Performance Level to 3.3 (Intermediate) for the district as measured by CELDT.	3)Through the implementation of ELD standards education, we will increase the average Performance Level to 3.5 for the district as measured by ELPAC.(Actual 3.0 moderately developed)	3) English Learner information on progress made toward attaining proficiency in English will now be measured as English Learner progress toward attainment of English Proficiency. Refer to Metrics / Indicators column.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4)Appropriately Assigned Teachers	In 2015/2016 there were 2 teachers working towards having the appropriately assigned credential in the district.	4)The number of teachers teaching without the appropriately assigned credential will be reduced by 1.	4)The number of teachers teaching without the appropriately assigned credential will be reduced by 1.	4)The number of teachers teaching without the appropriately assigned credential will be reduced to 0.
5)Adoption Cycle-Adoption Purchase	In 2015/2016 it was noted that there have been no new adoptions made in the district for the past 10 years. In 2016/2017 a new ELA/ELD adoption was approved for K-12 grades.	5)The district will maintain 100% of the latest state adopted materials.	5)The district will maintain 100% of the latest state adopted materials.	5)The district will maintain 100% of the latest state adopted materials.
6)ROLA (STAR)	In 2015/2016 approximately 65%+ of students K-6 were reading below grade level.	6)Increase in K-6 the reading levels of students reading below grade level by 1 year as measured by STAR	6)Increase in K-6 the reading levels of students reading below grade level by 1 year as measured by STAR. (Actual 71%)	6)Increase in K-12 the reading levels of students reading below grade level by 1 year as measured by STAR to (68%)
7)PD Calendar/Agendas	In 2015/2016 approximately 75% of agendas were specific to content standards and ELD as the focus for all PD district wide.	7)Academic content standards and ELD standards will be the basis of 82% of PLC meetings, grade level meetings, and department meetings.	7)Academic content standards and ELD standards will be the basis of 84% of PLC meetings, grade level meetings, and department meetings.	7)Academic content standards and ELD standards will be the basis of 86% of PLC meetings, grade level meetings, and department meetings.
8)English Learner Reclassification Rate	In 2015/2016, 15% of designated English Learners were reclassified.	8) At least 18% (Actual 16.5%) of designated English Learners will be reclassified.	8) At least 20% of designated English Learners will be reclassified. (Actual 7.5%)	8) At least 22% of designated English Learners will be reclassified.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
9) Pupil access to standards aligned instructional materials	9) Percentage of students in the district with sufficient access to standards-aligned instructional materials Baseline 2018-2019 - 100%		9) Percentage of students in the district with sufficient access to standards-aligned instructional materials - (100%)	9) Percentage of students in the district with access to standards-aligned instructional materials - (100%)
10) English Learner progress toward attainment of English Proficiency based on ELPAC results	Percentage of English Learners performing at each ELPAC level: Well Developed (Level 4) - 20.7% Moderately Developed (Level 3) - 34.6% Somewhat Developed (Level 2) - 27.6% Minimally Developed (Level 1) - 17.1% Baseline 2017-2018 ELPAC		10) 2018-2019 ELPAC Results are not yet available from the CA Department of Education	10) Percentage of of English Learners performing at each ELPAC level: Well Developed (Level 4) - 25.7% Moderately Developed (Level 3) - 39.6% Somewhat Developed (Level 2) -22.6 % Minimally Developed (Level 1) - 12.1 %

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain academic coaches for the comprehensive sites to support teachers with pedagogical teaching practices and assist with providing student interventions in both language arts and math, specifically ELs, and low income students.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$590,000	$612,720	$639,189
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

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A coordinator of testing and accountability will be hired to provide district-wide data analysis and reporting for local and state assessments. See the annual update for more information.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$112,000	$116,562	$127,088
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

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
Continue with the addition of two (2) days to the academic calendar for the purpose of providing Professional Development for the Instructional staff in support of enhancing academic performance in the implementation of the Common Core State Standards.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$160,000	$162,400	$165,648
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

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The use of a data-management technician (CALPADS) will be made available district-wide to insure that all student information systems are in alignment with state and local requirements.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,500	$80,970	$86,927
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

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
The purchase of student devices will help support the integration of technology in our classrooms for the purpose of	The purchase of classroom technology devices will help support the integration of technology in our classrooms for the	See description for 2018-2019.

implementing embedded lessons to enhance 21st century super skills, the 4 C's and to prepare for state Smarter Balance Assessments (SBAC).	purpose of implementing embedded lessons to enhance 21st century skills, the 4C's and to prepare for state Smarter Balance Assessments (SBAC).	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400,000	$495,000	$440,842
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 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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide K-12 summer school services for students for intervention, remediation, and acceleration purposes.	Provide K-12 summer school services for students for intervention, remediation, and acceleration purposes. Increased funding for summer school resulted from increased student needs for intervention, remediation, and acceleration services.	See description for 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$86,000	$86,000
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

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental materials aligned to state standards as well as supplies will be provided to further develop student learning.	Supplemental materials and supplies aligned to state standards as well as student intervention resources, and new academic program support (NGSS, dual language, dual enrollment, and GATE / honors) will be provided to further develop student learning. See the annual update for more information.	See description for 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$315,500	$458,928	$610,993
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 8

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
An extension of classroom instruction will be afforded for our students by providing field trips related to their field of study as a way extending their learning through real-world application of their studies.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$115,000	$115,000	$115,000
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 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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	Specific Schools: Freedom Elementary Specific Grade Spans: Grade 5-6

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**
SCICON will be provided for 5th and 6th grade students to extend and enrich their educational experience.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$38,829
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Materials as well as supplies will be provided to further develop student learning during the after school program.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,000
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 11

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

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

OR

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Six additional staff will be hired for the after school program for the purpose of providing additional academic assistance for more students and allow the students who are currently on a waitlist to participate in the program.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$107,525	$107,525
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

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	Specific Grade Spans: K-6

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
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The after school coordinator will oversee all aspects of the program to ensure students and staff are provided the necessary resources and support.	The after school coordinator will oversee all aspects of the program to ensure students and staff are provided the necessary resources and support. Increased funding for the after school program coordinator position from co-funded to full funding for this position. See the annual update for more information.	See description for 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,000	$73,000	$76,554
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

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)	**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
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Late start Wednesdays will be provided for all teachers for the purpose of professional development.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$225,000	$228,375	$232,943
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)

Modified Goal

Goal 2

Provide a clean, healthy, orderly, physically and emotionally safe environment in which to engage students in their learning and reach their full potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The district has experienced a history of average daily attendance of 95% or more at the elementary, junior high and comprehensive school sites. Good attendance is a strong indicator of increased achievement and graduation rates. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Attendance Rate	1) In 2015/2016 average daily attendance was 95%.	1) Increase student attendance TK-12 to 96% (Actual 96.01%) ADA	1) Increase student attendance TK-12 to 96.01% ADA	1) Increase student attendance TK-12 to 97%ADA
2) Graduation Rate	2) In 2014/2015 the 4 year cohort graduation rate was 87%.	2) Increase graduation rates to 88% (Actual 95.5%)	2) Increase graduation rates to 96% (Actual 86.3%)	2) Increase graduation rates to 89.3%
3) Chronic Absenteeism Rate	3) In 2015/2016 10.61% of students missed more than 10% of the school year.	3) Decrease the chronic absenteeism by 1.5% (Actual 12.3%)	3) Decrease the chronic absenteeism by 2.0% to 10.4% Actual (12.3%)	3) Decrease the chronic absenteeism to 7.9%
4) Suspension Rates	4) In 2015/16, there was a 5.7% suspension rate in the district.	4) Maintain suspension rates below 4.8% (Actual 5.1%)	4) Maintain suspension rates below 4.6% (Actual 5.1%)	4) Maintain suspension rates below 4.4%
5) Expulsion Rates	5) In 2015/2016, there was a .07% expulsion rate in the district.	5) Maintain expulsion rates below 1% (Actual 0%)	5) Maintain expulsion rates below 2% (Actual 0%)	5) Maintain expulsion rates below 2%
6) Dropout Rates	6) In 2013/14, 4 year cohort high school dropout rate was 7.5%. The junior high school drop out rate was 0.	6) Decrease dropout rates for the High School by 1% and to maintain JHS rate at 0%	6) Maintain dropout rates for the High School below 1% and to maintain the JHS rate at 0%	6) Maintain dropout rates for High School's below 1% and to maintain the JHS rate at 0%
7) Facilities/Safety Compliance Report	7) All school facilities need to be in compliance with Williams mandates, and maintain clean and safe environments for students and staff.	7) All sites will receive a “good” score on the Facilities/Safety Compliance Yearly Report. (All sites received a "good" score)	7) All sites will receive a “good” score on the Facilities/Safety Compliance Yearly Report. (All sites received a "good" score)	7) All sites will receive a “good” score on the Facilities/Safety Compliance Yearly Report.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
8) Course Access / Broad Course of Study for all students including Unduplicated Pupils and those with exceptional needs	In 2015/2016 participation for students, teachers, and parents was provided only at the high school. Approximately 45 parents were present.	8) Increase participation of K-12 students, teachers, and parents in college career readiness awareness/informational sessions by 10%.	8) Increase participation of K-12 students, teachers, and parents in college career readiness awareness/informational sessions by 15%. (Actual 15%)	8) Percentage of first through twelfth grade students enrolled in and having access to Broad Course of Study. (100%)
9)Safety and Connectedness	In 2015/16 CA Healthy Kids Survey Data reported that 68% of students surveyed reported a caring school environment.	9) Increase to 78% of students reporting a caring school environment on the CA Healthy Kids Survey.	9) Increase to 80% (Actual 87.5%) of students reporting a caring school environment on the CA Healthy Kids Survey.	9) Percentage of students,staff, and parents that feel the school provides a safe and caring environment as measured by surveys: Percentage of students that feel the school provides a caring environment - 89.5% Percentage of students that feel the school provides a safe environment -90% Percentage of staff that feel the school provides a caring environment - 95% Percentage of staff that feel the school provides a safe environment - 85% Percentage of parents that feel the school provides a caring environment - 93% Percentage of parents that feel the school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				provides a safe environment - 85%

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)

Specific Grade Spans: Grades 1-3

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
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Two counselors will be hired, one for Hester and one at Snowden to assist	See description for 2017-2018.	See description for 2017-2018.

students with social/emotional, guidance, and academics.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$247,480	$236,908	$260,151
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

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

Health aides and LVN will be available at all sites to ensure that student health needs are taken care of immediately upon need during the hours school is in session.	See description for 2017-18.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$166,200	$165,705	$185,652
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

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A bilingual school nurse will be hired to coordinate our district-wide health services department to insure that our student health needs are met and they have accessible health care, including dentists and eye doctors.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$99,000	$101,172	$105,789
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

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)

Specific Grade Spans: 7-12

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
To ensure a civil and inclusionary environment, campus supervisors-noon duty will be hired at the high school, Jr. high and Deep Creek Academy.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$266,000	$277,990	$307,937
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

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
Attendance clerks will be funded to assist in the school offices in the follow-up of students who are absent from school. In addition, they will work closely with the administration to follow-up on students who are truant from school.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,250	$51,850	$54,654
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

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)

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	Specific Grade Spans: Pre K- 1

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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
We will maintain the necessary number of teachers in order to keep class-size reduction to a maximum of 24 students in grades Transitional-Kindergarten to 1st grade. This will encourage student engagement and participation resulting in a more rigorous academic program.	We will maintain the necessary number of teachers in order to keep class-size reduction to a maximum of 22:1 students in grades Transitional-Kindergarten to 1st grade. This will encourage student engagement and participation resulting in a more rigorous academic program for unduplicated students. The district utilizes this additional funding to provide support beyond the core program to reduce TK-1 class sizes to 22:1 student ratio to provide additional literacy support for English Learners, low income, and foster youth students.	See description for 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,592,000	$1,609,532	$1,679,901
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

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
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
In order to maintain safety and connectedness we will purchase two school vans to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Security Camera upgrades and/or repair.	In order to maintain safety and connectedness we will purchase one school van and two buses to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Additionally, purchase one shade structure to ensure student safety at Freedom Elementary School. See the Annual Update for more information.	In order to maintain safety and connectedness we will purchase two buses to increase above and beyond the basic services and add additional safety to the learning environment for our unduplicated students. Although home-to-school transportation is not required based on the size of the district, it is provided to increase attendance and additional safety. Additionally, purchase one shade structure to ensure student safety at Farmersville JHS. See annual update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$146,000	$236,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Specific Grade Spans: Grades 4-12

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
Counselor's will be provided at Freedom, the junior high, and the high school to assist students with academics,	See description for 2017-2018.	See description for 2017-2018.

social/emotional, guidance, college/career, etc.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$385,500	$353,649	$431,627
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

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Maintain a school based resource officer to provide support, training, education to students and sites.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,690	$80,690	$80,690
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 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

Specific Grade Spans: 9-12

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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Save the Children program to support young mothers (in district and community) with parenting skills, life skills, and educational support to prepare their children for school.	Save the Children program is a partnership to support young mothers (in district and community) with parenting skills, life skills, and educational support to prepare their children for school. The district will co-fund Save the Children Coordinator position. Save the Children will contribute 57,000 as part of this partnership agreement.	See description for 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$12,000	$19,490
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 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
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	To provide socio-emotional and academic support to Unduplicated students and those with disabilities, six classroom aides and one Psychologist intern will be hired. See annual update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$128,760
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Increase the level of engagement by parents, family, and community stakeholders in the education of their children.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The level of parent engagement supports students. The district has encouraged parent involvement via school site councils, open houses, curriculum nights, etc. It is important to provide these and more activities and to use new means to communicate these activities via parent calling systems, district and site websites, the parent portal, newsletters, parent liaisons, outreach consultants, etc.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Percentage of parents, including those of Unduplicated Pupils and students with exceptional needs participating in site decision-making opportunities and programs that support students. (Data via attendance sheets,	1) In 2015/2016 approximately 20% of families participated in functions at their child's school.	1) Increase parent involvement to 27%, this will ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.	1) Increase parent involvement to 29%, this will ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services. (Actual 30%)	1) Percentage of families attending and participating in site decision-making opportunities and programs that support students -31%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
registration forms, surveys, and other sources)				
2) Course Offerings/Registration Forms	2) In 2015/2016 2 parent education classes were provided to parents to develop their understanding of school services and learning expectations.	2) Provide at least 3 parent education courses for the purpose of understanding the use of technology, CCSS and English-as-a second-language.	2) Provide at least 4 (Actual 4) parent education courses for the purpose of understanding the use of technology, CCSS and English-as-a second-language.	2) Maintain at least 4 parent education courses for the purpose of understanding the use of technology, CCSS and English-as-a second-language.

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain community liaisons to develop links between the community, district and schools for the purpose of initiating contact and pursuing communication with teachers and staff, especially those that do not speak their language.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$93,260	$96,300	$112,072
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

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	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Parent empowerment, advocacy, and family literacy programs will be provided in schools. The purpose is to help parents navigate our educational systems and help parents advocate for their children on how to help their child chart a pathway to college. ESL/Literacy Classes	See description for 2017-2018.	Parent empowerment, advocacy, and family literacy programs will be provided in schools and adult education classes. The purpose is to help parents navigate our educational systems and help parents advocate for their children on how to help their child chart a pathway to college. ESL/Literacy/ Classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$35,000	$85,000
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)

Modified Goal

Goal 4

Every student will graduate with 21st Century skills and a broad course of study for high school success and/or a college preparatory curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The district has been heavily involved with Tulare County Office of Education and with other organizations to collaborate and to develop 21st century career pathways that provide opportunities for all students to be prepared to enter college and careers. Construction Trades, Agriculture, Technology and Safety Services are among the current pathways. The district is working with TCOE to expand the focus Pre-K through high school and increase the percent of "high needs" students enrolled in CTE pathways.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) A-G Completion Rates	1) In 2014, 32% of 4 year cohort completed A-G courses	1) Increase to 36% (Actual 39.6%) the numbers of all students,	1) Increase to 40.6% (Actual 38.9%) the numbers of all students,	1) Percentage of all 2019-2020 Senior students, including

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		including unduplicated and special needs, the number of A-G courses completed.	including unduplicated and special needs, the number of A-G courses completed.	unduplicated and those with exceptional needs completing A-G course requirements. All Students - 41.6% Students with Disabilities -5%
2) EAP-ELA Results	2) In 2015, 52% of students were “conditionally ready or ready” on the EAP in ELA.	2) Increase to 56% (Actual 30.11%) the number of all students, including unduplicated and special needs, the percentage of students “conditionally ready or ready” on the EAP in ELA.	2) Increase to 32.11% (Actual 53.23%) the number of all students, including unduplicated and special needs, the percentage of students “conditionally ready or ready” on the EAP in ELA.	2) Percentage of all students including Unduplicated Pupils and those with exceptional needs participating in and demonstrating college preparedness in EAP for ELA. All Students - 55.23% Students with Disabilities - 5%
3) EAP-Math Results	3) In 2015, 8% of students were “conditionally ready or ready” on the EAP in Math.	3) Increase to 12% (Actual 5.1%) the number of all students, including unduplicated and special needs, the percentage of students “conditionally ready or ready” on the EAP in math.	3) Increase to 8.1% (Actual 6.95%) the number of all students, including unduplicated and special needs, the percentage of students “conditionally ready or ready” on the EAP in math.	3) Percentage of all students including Unduplicated Pupils and those with exceptional needs participating in and demonstrating college preparedness in EAP for Math. All Students - 9.1% Students with Disabilities - 5%
4) AP Exam Results	4) In 2015, 33% of students passed AP	4) Increase to 37% (Actual 24.5%) the number of all students,	4) Increase to 26.5% (Actual 37.7%) the number of all students,	4) Percentage of all students including Unduplicated Pupils and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	exams with scores of “3” or higher	including unduplicated and special needs, the percentage of students passing AP exams with score of “3” or higher.	including unduplicated and special needs, the percentage of students passing AP exams with score of “3” or higher.	those with exceptional needs passing AP exams with score of “3” or higher. All Students - 39.3% Students with Disabilities - 5%
5) CTE Completion Rates	5)In 2014, 22% of 4 year cohort completed at least 1 Career Technical Education (CTE) Pathway. Metrics: Master Schedule (Course Offerings), AP Results, EAP Results, A-G completion by cohort, CTE completion by cohort	5) Increase to 30% (Actual 6.5%) the number of all students, including unduplicated and special needs, the percentage of students completing at least 1 Career Technical Education (CTE) Pathway.	5) Increase to 11.5% (Actual 25%) the number of all students, including unduplicated and special needs, the percentage of students completing at least one Career Technical Education (CTE) Pathway.	5) Percentage of all students including Unduplicated Pupils and those with exceptional needs completing at least 1 Career Technical Education (CTE) Pathway. A;; All Students - 27% Students with Disabilities - 10%

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Site and district computer technicians will be available to insure that any devices and/or infrastructure related to the implementation of technology in the classroom function and ensure that the facilities can support the technological changes.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$197,250	$207,190	$220,001
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

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Media-technology specialist will be available to provide library media services related to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment, school's website and other instructional technological needs in support of the district and school technology needs. They also support our ELs, low income, and foster youth by providing additional time and resources when required.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$311,500	$323,748	338,448
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

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A web specialist/computer technician will be available district-wide for the purpose of implementing and maintaining the district website. In addition, they will assist the staff with the usage and operation of	See description for 2017-2018.	See description for 2017-2018.

multimedia hardware and/or software for the purpose of ensuring timely and immediate communication with the community and stakeholders at large.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$64,000	$73,069	$78,080
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

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	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21 century skills, broad course of study.	See description for 2017-2018.	Provide resources and materials to support all students with access to courses and programs that will broaden their experience and prepare them with 21st century skills, broad course of study. Increased funding will provide a district match for Career Technical Education grant program funds.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$375,000	$439,357
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

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)

Specific Grade Spans: K-6

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A music teacher will be hired to provide music foundation and appreciation at the elementary level. They will provide additional music exposure and time to our ELs, low income, and foster youth when necessary.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$107,000	$76,656	$82,856
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

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)

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	Specific Grade Spans: 9-12

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Tulare/Kings College and Career Collaborative will provide important information and training related to college and career readiness.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,600	$3,600	$3,600
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 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Repair and/or purchase music instruments in order to build and maintain a music program. ELs, low income, and foster youth will be provided the necessary resources in order to participate in the music program.	See description for 2017-2018 and annual update.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$15,000	$15,000
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 8

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	Specific Grade Spans: 9-12

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a choir/accompanist in order to develop and support music appreciation.	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,000	$14,120	$9,567
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

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	Schoolwide	Specific Schools: Farmersville High School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Clerical assistance will be provided to the high school counselors with college and career planning (guidance secretary).	See description for 2017-2018.	See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,200	$51,471	$53,765
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

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
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Hire a Career Technical Education (CTE) Coordinator to expand CTE student pathways and grant opportunities. See annual update for additional information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$113,287
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$7,794,222	37.17%

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

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

1. Using the calculation tool, the district has projected it will receive $7,794,222 in Supplemental and Concentration Grant Funds. The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 37.17%. The district's demographics indicate that our unduplicated learners (English Learners, Free and Reduced Lunch, and Foster Youth) are approximately 94.88% of the student population. Farmersville Unified School District is addressing the minimum proportionality requirement by providing direct services specifically to unduplicated pupils in addition to services provided districtwide to all students.

2. Actions and services directed specifically at our unduplicated learners include:

- Specific academic coaching aimed at ELD implementation, summer school intervention targeted at low income, EL, and FY students
- Bilingual school nurse to ensure that specific health needs can be addressed to all families in the district
- Community liaisons to develop links between families, especially those of English Learners and underrepresented students
- Parent empowerment and advocacy programs that help parents navigate the educational system
- Parent literacy and adult education ESL programs designed to remove barriers for families of unduplicated pupils (Modified).

3. The actions and services listed below are key district-wide actions and services that are principally directed at low income, foster youth, and English Learners to close the achievement gap and meet the needs of these targeted students. As with our school-wide

Title I program under which each school in the district operates, by providing these services district wide, the district is best able to improve and increase services for the population that generates these funds.

- Academic coaches to support ELA and math instruction
- A testing and assessment coordinator to monitor progress of our low income, English Learners, and foster youth students
- Additional staffing to reduce class size in the primary grades
- Additional time for teacher professional development (late start days)
- Classroom technology which enhance 21st century skills
- Technology support to provide and maintain the art/library media services for all students
- Supplemental materials such as reading programs and books, technology enhancing reading/comprehension and basic math programs, STAR assessments, etc.
- A counselor will be provided at each school to address academic and social needs.
- Health services to maintain safe and healthy campuses
- Academic field trips will be offered to provide an extension of classroom instruction and to expand student learning.
- An expanded after school program implemented with an after school coordinator, additional after school staff, and instructional materials
- A music teacher to provide music foundation and appreciation at the elementary level. The district will also repair and purchase music instruments to improve the music program.
- Purchase two buses to support transportation of students to school safely; and purchase one shade structure for the JHS (Modified)
- Provide resources and materials to support all students with access to a broad course of study. Increased funding will provide a district match for Career Technical Education grant program funds (Modified).
- CTE Coordinator will be hired to expand student career technical education pathways and grant opportunities (New)
- Increased social-emotional classroom support for students with disabilities (New)

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of the Farmersville Unified School District, therefore ensuring that the district is meeting minimum proportionality requirement by expenditure of the total 2019-2020 Supplemental and Concentration Grant Funding for qualifying purposes.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$6,903,131	34.70%

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).

1. Using the calculation tool, the district has projected it will receive $6,903,131 in Supplemental and Concentration Grant Funds. The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 34.70%. The district's demographics indicate that our unduplicated learners (English Learners, Free and Reduced Lunch, and Foster Youth) are approximately 94.88% of the student population. Farmersville Unified School District is addressing the minimum proportionality requirement by providing direct services specifically to unduplicated pupils in addition to services provided districtwide to all students.

2. Actions and services directed specifically at our unduplicated learners include:

- Specific academic coaching aimed at ELD implementation, summer school intervention targeted at low income, EL, and FY students
- Bilingual school nurse to ensure that specific health needs can be addressed to all families in the district
- Community liaisons to develop links between families, especially those of English Learners and underrepresented students
- Parent empowerment and advocacy programs that help parents navigate the educational system
- Parent literacy and adult ESL programs designed to remove barriers for families of unduplicated pupils.

3. The actions and services listed below are key district-wide actions and services that are principally directed at low income, foster youth, and English Learners to close the achievement gap and meet the needs of these targeted students. As with our school-wide Title I program under which each school in the district operates, by providing these services district wide, the district is best able to improve and increase services for the population that generates these funds.

- Academic coaches to support ELA and math instruction
- A testing and assessment coordinator to monitor progress of our low income, English Learners, and foster youth students
- Additional staffing to reduce class size in the primary grades
- Additional time for teacher professional development (late start days)

- Classroom technology which enhance 21st century skills
- Technology support to provide and maintain the art/library media services for all students
- Supplemental materials such as reading programs and books, technology enhancing reading/comprehension and basic math programs, STAR assessments, etc.
- A counselor will be provided at each school to address academic and social needs.
- Health services to maintain safe and healthy campuses
- Academic field trips will be offered to provide an extension of classroom instruction and to expand student learning.
- An expanded after school program implemented with an after school coordinator, additional after school staff, and instructional materials
- A music teacher to provide music foundation and appreciation at the elementary level. The district will also repair and purchase music instruments to improve the music program.
- Purchase a van and two buses to support transportation of students to school safely

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of the Farmersville Unified School District, therefore ensuring that the district is meeting minimum proportionality requirement by expenditure of the total 2018-2019 Supplemental and Concentration Grant Funding for qualifying purposes.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$6,247,051	31.68%

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).

1. Using the calculation tool, the district has projected it will receive $6,470,930 in Supplemental and Concentration Grant Funds. The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 33.16%. The district's demographics indicate that our unduplicated learners are approximately 92% of the student population. Farmersville Unified School District is addressing the minimum proportionality requirement by providing direct services specifically to unduplicated pupils in addition to services provided districtwide to all students.

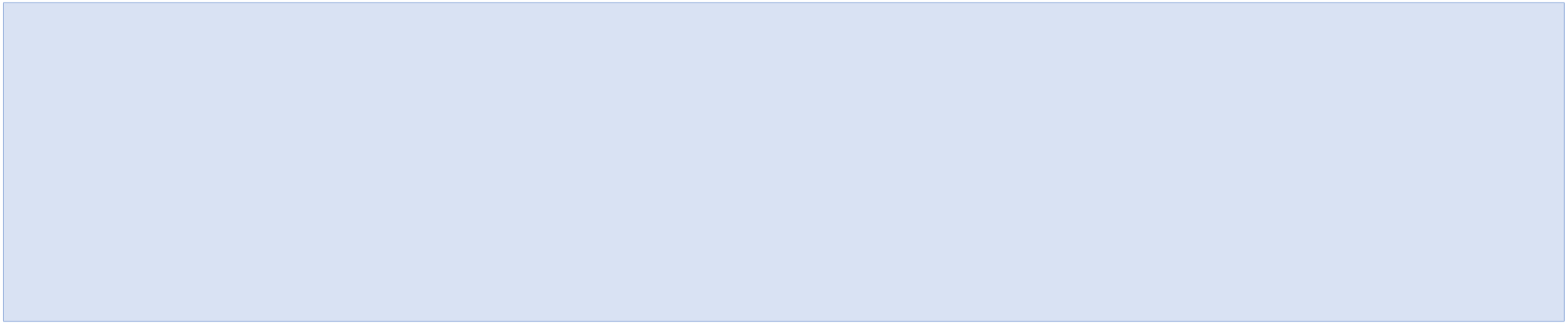
2. Actions and services directed specifically at our unduplicated learners include:

- Specific academic coaching aimed at ELD implementation, summer school intervention targeted at low income, EL, and FY students
- Bilingual school nurse to ensure that specific health needs can be addressed to all families in the district
- Community liaisons to develop links between families, especially those of English Learners and underrepresented students
- Parent empowerment and advocacy programs that help parents navigate the educational system
- Parent literacy and adult ESL programs designed to remove barriers for families of unduplicated pupils

3. The actions and services listed below are key district-wide actions and services that are principally directed at low income, foster youth, and English Learners to close the achievement gap and meet the needs of these targeted students. As with our school-wide Title I program under which each school in the district operates, by providing these services district wide, we are best able to improve and increase services for the population that generates these funds.

- Academic coaches to support the ELA and math instruction at comprehensive sites
- A coordinator of testing and accountability
- Additional staffing to reduce class size in the primary grades
- Additional time for teacher professional development
- Electronic student devices which enhance 21st century super skills
- Technology support to provide and maintain the art/library media series for all students
- Supplemental materials such as reading programs and books, technology enhancing reading/comprehension and basic math programs, STAR assessments, etc.
- A counselor will be provided to each school site to address academic and social needs.
- Health services to maintain safe and healthy campuses
- Academic field trips will be offered to provide an extension of classroom instruction and expand learning.
- An expanded after school program will be implemented with an after school coordinator, additional after school staff, and instructional materials.
- A music teacher will be hired to provide music foundation and appreciation at the elementary level. The district will also repair and purchase music instruments to build the music program.

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of Farmersville Unified School District, thus ensuring that the district is meeting its minimum proportionality requirement by expenditure of the total 2017-2018 Supplemental and Concentration Grant Funding for qualifying purposes.



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00	21,168,282.00
Supplemental and Concentration	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00	21,168,282.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00	21,168,282.00
1000-1999: Certificated Personnel Salaries	3,355,599.00	3,670,597.00	3,342,980.00	3,355,599.00	3,691,536.00	10,390,115.00
2000-2999: Classified Personnel Salaries	1,897,938.00	1,758,470.00	1,433,160.00	1,897,938.00	2,199,299.00	5,530,397.00
4000-4999: Books And Supplies	993,928.00	939,842.00	1,090,500.00	993,928.00	1,091,835.00	3,176,263.00
5000-5999: Services And Other Operating Expenditures	35,000.00	35,000.00	100,000.00	35,000.00	0.00	135,000.00
5800: Professional/Consulting Services And Operating Expenditures	474,665.00	474,665.00	504,290.00	474,665.00	575,552.00	1,554,507.00
6000-6999: Capital Outlay	146,000.00	146,000.00	0.00	146,000.00	236,000.00	382,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00	21,168,282.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,355,599.00	3,670,597.00	3,342,980.00	3,355,599.00	3,691,536.00	10,390,115.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,897,938.00	1,758,470.00	1,433,160.00	1,897,938.00	2,199,299.00	5,530,397.00
4000-4999: Books And Supplies	Supplemental and Concentration	993,928.00	939,842.00	1,090,500.00	993,928.00	1,091,835.00	3,176,263.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	35,000.00	100,000.00	35,000.00	0.00	135,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	474,665.00	474,665.00	504,290.00	474,665.00	575,552.00	1,554,507.00
6000-6999: Capital Outlay	Supplemental and Concentration	146,000.00	146,000.00	0.00	146,000.00	236,000.00	382,000.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	2,596,480.00	2,553,567.00	2,248,000.00	2,596,480.00	2,752,538.00	7,597,018.00
Goal 2	3,035,496.00	3,135,496.00	2,997,120.00	3,035,496.00	3,490,651.00	9,523,267.00
Goal 3	131,300.00	131,300.00	128,260.00	131,300.00	197,072.00	456,632.00
Goal 4	1,139,854.00	1,204,211.00	1,097,550.00	1,139,854.00	1,353,961.00	3,591,365.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00
Supplemental and Concentration	6,903,130.00	7,024,574.00	6,470,930.00	6,903,130.00	7,794,222.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources			400,000.00		
Supplemental and Concentration	0.00	0.00	400,000.00	0.00	0.00