

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Le Grand Union Elementary School District

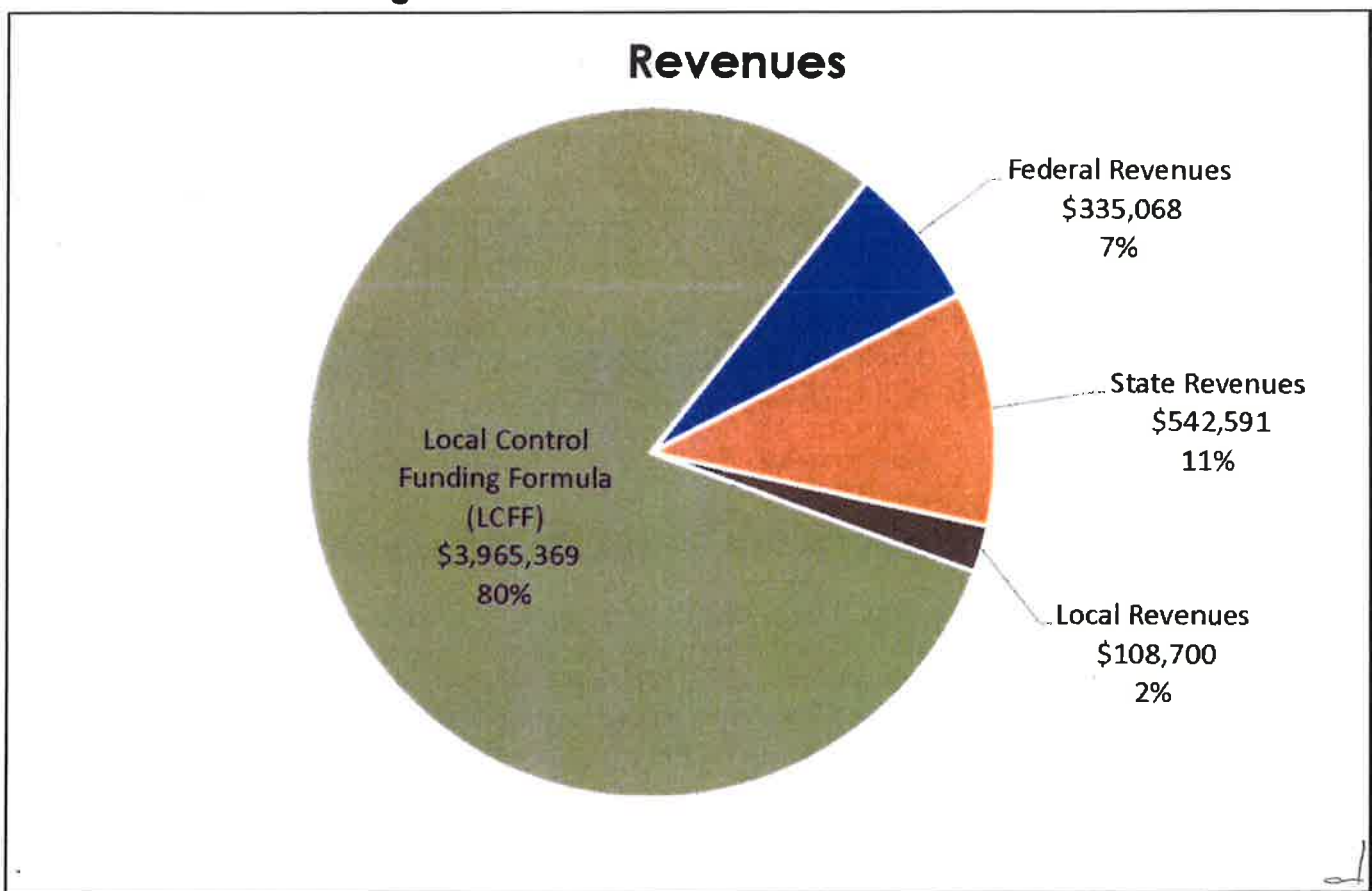
CDS Code: 24 65722 6025498

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Scott M. Borba, Superintendent/Principal

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

## Budget Overview for the 2019-20 LCAP Year

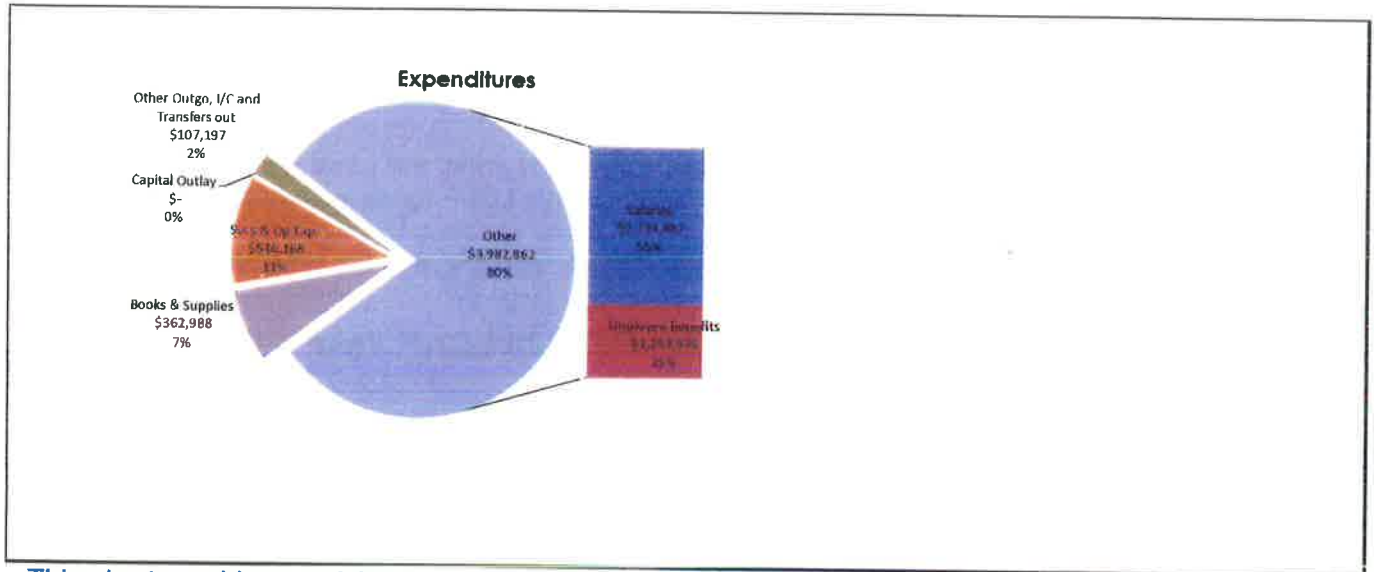


This chart shows the total general purpose revenue Le Grand Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Le Grand Union Elementary School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



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

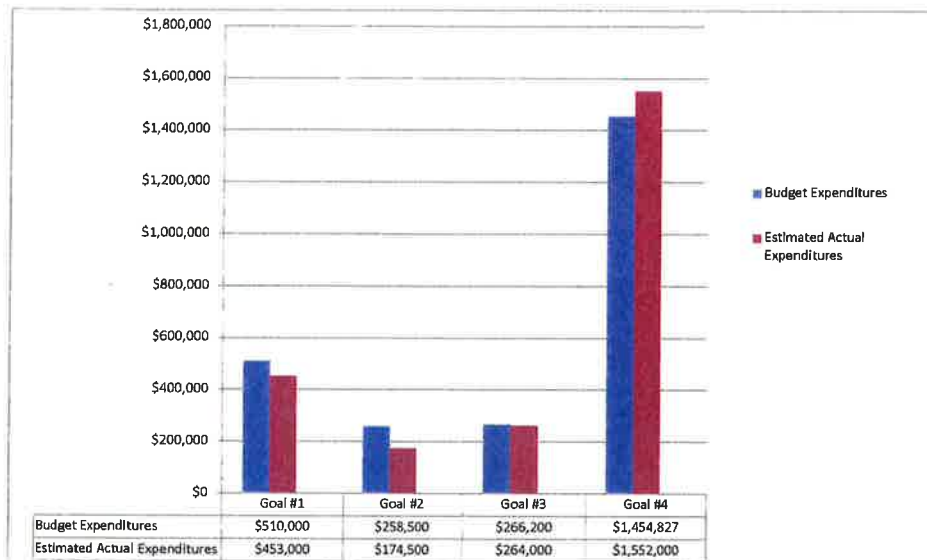
Le Grand Union Elementary School District plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

# LCFF Budget Overview for Parents

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



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

In 2018-19, Le Grand Union Elementary School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Le Grand Union Elementary School District estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Le Grand Union Elementary School District	Scott M. Borba Superintendent/Principal	sborba@lgelm.org 209-389-1000

## 2017-20 Plan Summary

### The Story

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

The Le Grand Union Elementary School District is a one school district serving around 400 TK-8th Grade students. The school is the only K-8 school in the town of Le Grand, CA. Le Grand, CA is a town of 1,700 residents located in Merced County, 14 miles east-southeast of the city of Merced. The median family income is 38,573 and the per capita income is 14,409. As of the 2010 census, 82% of the population is Hispanic, 15% White and 3% other. 48% of the adults 25 and over have a high school diploma and 5.7% of that group have a bachelor degree or higher. About 52% of the adults 25 and older have not graduated from high school. The LEA provides a comprehensive TK through 8th-grade instructional program for 180 days per year. It runs a daily after-school program from the time students are dismissed until 6:00 PM and there is homework and intervention assistance available every day after school and for three weeks during the summer. The Le Grand Union Elementary School District also offers a low cost childcare program to serve our community.





## LCAP Highlights

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

School wide training/teaching and implementation of Growth Mindset (Dweck), including but not limited to lessons, professional development, assemblies, and monthly mantras. All staff will be trained in Tier I PBIS strategies. Schoolwide PBIS matrix with corresponding lessons as well as student incentives, assemblies, field trips and other materials and supplies will be used to create a positive culture. Staff development in Number Talks, and Visible Learning (Hattie) strategies including deconstructing standards into teachable learning objectives, posting learning objectives, active engagement strategies, and immediate and explicit feedback will be monitored daily by administrative walkthroughs. Le Grand Union Elementary District will hire, train and retain a highly qualified staff and support them with competitive salaries and benefits. NWEA MAP Growth interim assessments will be administered three times each year followed by academic conferencing designed to assist teachers in creating personalized learning goals based upon student data. Stipends will be offered to all staff members who become Google Certified. Continued staff development support in Math, ELA, Science, and Technology to improve the teaching and learning in the classroom. The District will provide parents an opportunity to engage with the school in multiple ways. Parent workshops will focus on social-emotional learning and academics. Family events will be offered to help build supportive families, and for those busy families that struggle with attending events, we will be offering online/digital engagement. We will continue to support our EL

families by offering robust programs such as PIQE. Le Grand Union Elementary District will hire, train and retain a highly qualified staff and support them with competitive salaries and benefits.

## 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

As a District we have seen growth in the following areas:

**Reading/Language Arts-** CAASPP Data indicated in increase in achievement in ELA of an average of 24% for all students. Our English learners increased in achievement an average of 15.7%, and our low socio-economic students at 21%. Cohort growth occurred in 4th through 7th grade. The reading intervention program served 54 students. Of those receiving reading intervention services, 44 showed growth based on our DRA. LGE will continue this positive trajectory by focusing on research-based Tier I teaching strategies that promote student learning accompanied by frequent classroom walk-throughs and ongoing site-based professional development.

**Mathematics-** CAASPP Data indicated in increase in achievement in Math of 9.7% for all students. Our English Learners increased in achievement in Math an average of 20.9%, with our low socio-economic students increasing achievement by 11.8%. Cohort growth occurred in 6th through 8th grade. 100% of staff also participated in a series of professional development days designed to improve lesson delivery and increase student achievement in Mathematics. LGE will continue this positive trajectory by focusing on research-based Tier I teaching strategies that promote student learning accompanied by frequent classroom walk-throughs and ongoing site-based professional development. The Math intervention program served 39 students and 28 showed growth based on our MAP assessments.

**Technology Integration-** Aggressive movement towards personalized learning through blended learning training and implementation. Leveraging technology for data analysis, in order to identify individual student needs.

**Parent Involvement-** PIQE (Parent Institute for Quality Education) participants were given resources and tools needed to become a more active member of their child's education. The program empowered our parents, and they are already seeking ways to become more involved in the district.

Based on our PBIS data, our average daily office referrals decreased from around five, to less than two referrals a day.

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

## **Greatest Needs**

The Le Grand Union Elementary School District showed two areas of need on the California School Dashboard: Chronic Absenteeism and Suspension Rate. Our district will address this through incentives and encourage parents to partner with the district to increase student attendance. The Le Grand Union Elementary School District will also continue to address discipline and will explore other options to decrease suspension rate.

In addition to the two areas of need identified on the California School Dashboard, our district plans on increasing student achievement in English Language Arts and Mathematics for all students. Improvement in these areas include Math training, NWEA-MAP Assessments, and Differentiated Learning. Lastly we plan on increasing language proficiency for our English Language Learner population by improving classroom instruction and data analysis skills for certificated staff.

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

## **Performance Gaps**

There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

## **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.

No schools were identified for CSI within the LEA.

### **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.

Le Grand Union Elementary School District does not have any schools in CSI.

### **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 Le Grand Union Elementary School District does not have any school in CSI.

## Annual Update

LCAP Year Reviewed: 2018-19

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

### Goal 1

Students will be successful in ELA, math, science and informational literacy.

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
<b>Metric/Indicator</b> Identified Problem of Practice outcomes will increase by 10% from pre observation to post observation  <b>18-19</b> Replaced with Technology project.  <b>Baseline</b> Baseline pre % to be identified in 1st Quarter of the school year.	Technology project (Schoolwide STEM Activity) took place in the fall. No data was gathered.
<b>Metric/Indicator</b> All students have access to State Standards as measured by classroom observations  <b>18-19</b> 100% of students have access.  <b>Baseline</b> 100% of students have access.	Yes, all students have access to state standards.



Expected	Actual
<b>Metric/Indicator</b> All EL students have access to State Standards and ELD Standards <b>18-19</b> 100% of students have access. <b>Baseline</b> 100% of students have access.	Yes, all EL students have access to state standards and ELD standards. EL Roadmap training was attended by staff to increase knowledge.
<b>Metric/Indicator</b> EL students will show growth as measured by CELDT <b>18-19</b> Baseline TBD <b>Baseline</b> 57.4	EL students made growth as measured by the ELPAC assessment. Could not compare data.
<b>Metric/Indicator</b> 100% of students have sufficient core instructional materials as measured by the annual board resolution <b>18-19</b> 100 % of students have sufficient core instructional materials. <b>Baseline</b> 100 % of students have sufficient core instructional materials.	All students have sufficient core instructional materials.
<b>Metric/Indicator</b> Increase by 1 the number of students who are reclassified <b>18-19</b> Increase of 1 student in reclassification rates <b>Baseline</b> 6 students were reclassified in 2016-17	Zero students were reclassified in 17-18 because ELPAC scores did not come in until Summer.
<b>Metric/Indicator</b> Increase the number of students meeting 8th grade level if they have matched 7th grade scores as measured by I-Ready end of year diagnostic <b>18-19</b> 23% 8th Grade on Grade Level <b>Baseline</b> 20.4% 8th Grade on grade level in Math 10/49 per i-Ready.	iReady assessment was discontinued and replaced with a new benchmark assessment system (NWEA MAP).
<b>Metric/Indicator</b> 8th graders make one year progress as measured by end of year diagnostic on i-Ready	iReady assessment was discontinued and replaced with a new benchmark assessment system (NWEA MAP).

Page 10 of 120

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and replace core instructional materials.	Core instructional materials were purchased during the 2018-19 school year	4000-4999: Books And Supplies Base 80,000	67621.00 0000: Unrestricted Federal Funds

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide collaboration and planning time on early release days.	Collaboration and planning time was provided on early release days.	1000-1999: Certificated Personnel Salaries Base 30,000	25000 1000-1999: Certificated Personnel Salaries Title II

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra support to students in ELA and ELD with a support teacher and a Lab Instructional Assistant for small group intervention 183 days and additional intervention services after school and Saturday sessions.	A reading intervention specialist provided increased support to struggling readers under the direct supervision of a reading intervention teacher. No Saturday sessions were offered.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 121,000  2000-2999: Classified Personnel Salaries Supplemental and Concentration  9,000	116000 1000-1999: Certificated Personnel Salaries LCFF Base  9000 2000-2999: Classified Personnel Salaries Title I

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra support to students in Math with a clinician/teacher for small group, intensive intervention 183 days and additional intervention services after school and Saturday school.	A math intervention specialist provided increased support to students struggling with math under the direct supervision of a math intervention teacher. No Saturday sessions were offered.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 108,000	105000 1000-1999: Certificated Personnel Salaries Title I

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional aides in K-3 to lower adult:student ratio for instruction	Instruction aides were provided in order to increase the opportunities for differentiated instruction in order to meet the needs of all students.	2000-2999: Classified Personnel Salaries Title I 49,000	53000 2000-2999: Classified Personnel Salaries Title I

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth and provide professional development on deepening knowledge of integrated and designated ELD, academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs.	Coaching from MCOE was provided in the areas of mathematics and integrated ELD.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 17,600  4000-4999: Books And Supplies Supplemental and Concentration 16,000	17000 2000-2999: Classified Personnel Salaries Title I  16000 0000: Unrestricted LCFF Supplemental and Concentration

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomics, and foster youth.	Instruction aides were provided in order to increase the opportunities for differentiated instruction in order to meet the needs of all students.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000	35000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

### Action 8

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.	Instruction aides were provided in order to increase the opportunities for differentiated instruction in order to meet the needs of all students.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000	35000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

#### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.	Coaching and professional development from MCOE was provided in the area of integrated ELD.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,000	7000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration
		1000-1999: Certificated Personnel Salaries Federal Funds 7,000	7000 1000-1999: Certificated Personnel Salaries Title I

#### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.	A math intervention specialist provided increased support to students struggling with math under the direct supervision of a math intervention teacher.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,000	7000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
		1000-1999: Certificated Personnel Salaries Federal Funds 7,000	7000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

#### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate.	Coaching and professional development from MCOE and the California Education Partners Network were provided in the area	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000	30000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration



of integrated ELD, math, and continuous improvement.

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with MCOE and other professional development providers.	Coaching and professional development from MCOE and the California Education Partners Network, were provided in the area of integrated ELD, math, and continuous improvement.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000	16000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CUE local technology training	Teachers did not attend CUE technology training during the 2018-19 school year.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 26,000	0 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

## 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.

Tremendous growth and support has occurred designed to increase student achievement in ELA and math. Coaching for mathematics in the areas of Number Talks and 3-Read Protocol occurred monthly. As a result, teacher proficiency in delivering strategies was observed and documented through administrator observation and peer observation. Using John Hattie's research on Visible Learning strategies, noticeable improvement to Tier I instruction has been observed. The principal and vice-principal work to get into classrooms 5-10 hours each week in order to support instruction and student learning. Additionally, new benchmark assessments accompanied by team data chats using the benchmark data has resulted in a more intentional focus on individual student needs.

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

Very few of the described actions/services noted above were measurable with existing data or did not take place due to a transition in school leadership. There is however, an increase focus on student achievement in ELA in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal #1 will be modified to read: All Le Grand Scholars will increase their achievement in English & Language Arts, Mathematics, Science and Informational Literacy.

AMO 1 - Deleted because technology is heavily integrated into daily instruction.

AMO 2 - (New AMO #1)

AMO 3 - (New AMO #2)

AMO 4 - modified to read: All Le Grand English language learners will experience increased achievement in language proficiency based upon ELPAC data. (New AMO #3)

AMO 5 - (New AMO #4)

AMO 6 - (New AMO #5)

AMO 7 - Deleted because our district no longer uses i-ready.

AMO 8 - Deleted because our district no longer uses i-ready.

AMO 9 - (New AMO #6)

AMO 10 - modified to read: The amount of Le Grand Scholars (including ELLs, SED, SpEd., Foster and Homeless) meeting or exceeding standards in English Language Arts will increase by 5% as measured by the CAASPP assessment. (New AMO #7)

AMO 11 - modified to read: 100% of Le Grand 3rd Grade Scholars will be reading on grade level as measured by the DRA assessment. (New AMO #8)

AMO 12 - Deleted due to our staff no longer attending CUE training.

Add - 8th-Grade English language learners will meet the requirements (RIT 235) to qualify for advanced math in high school, as measured by the Spring MAP Growth assessment. (New AMO #9)

Action #1 - Keep

Action #2 - modified to read: Early release days will be used for school-wide Professional Learning Communities and Planning

Action #3 - modified to read: Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

Action #4 - modified to read: Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of English language learners and students affected by low-socio-economics and foster youth.

Action #5 - Deleted: Combined ELA and Math support in Action #4

Action #6 - modified to read: Provide professional development in integrated ELD, academic discourse, PLCs, lesson study, and other strategies that improve learning for students with the highest needs through on-site training, coaching, and/or workshops and conferences.

Action #7 - Deleted: Already addressed in Action #4

Action #8 - Deleted: Already addressed in Action #4  
Action #9 - Deleted: Already addressed in Action #4  
Action #10 - Deleted: Already addressed in Action #4  
Action #11 - Deleted: Already addressed in Action #6  
Action #12 - Deleted: Already addressed in Action #6  
Action #13 - Deleted: Already addressed in Action #6

## 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

Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Technology component will be integrated with one task or project per grade level per school year at the Modification or Redefinition level on the SAMR Model as measured by the compare and contrast report.</p> <p><b>18-19</b> All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.</p> <p><b>Baseline</b> All students have access to technology in the classroom but there is no evidence that all grade levels have completed a project that is at the Modification or Redefinition level on the SAMR model.</p>	<p>Increased instruction and support in the area of technology integration has occurred over the course of the school year. Some professional development in the area of the SAMR model of integration took place but with little/no data to measure impact. Grade level project design did not occur.</p>
<p><b>Metric/Indicator</b> Technology Coordinator and two technology leads will receive Google Certification as measured by the Google Certificate.</p> <p><b>18-19</b> 35% of staff will be Google Certified</p> <p><b>Baseline</b></p>	<p>Technology coordinator and one other certificated staff received Google certification.</p>

## Expected

No staff have received Google Certification.

### Metric/Indicator

Daily work and caseload logs will record the support staff received from Technology Coordinator.

### 18-19

Technology Coordinator will support staff as measured by daily work and caseload logs.

### Baseline

Technology Coordinator will support staff as measured by daily work and caseload logs.

### Metric/Indicator

Bright Bites Survey response for "Teachers Use of 4 C's" results will increase from Beginning 800-899 to Emerging 900-999.

### 18-19

Staff will increase positive responses to a survey about use of instructional technology to 1000-1099.

### Baseline

Bright Bites Survey "Teachers Use of 4 C's" at 800-899 Beginning Level

### Metric/Indicator

Kinder - 8th grade students will have 1 to 1 access to Chromebooks as measured by school inventory.

### 18-19

Access to one to one 1st - 8th as measured by student to device ratio.

### Baseline

3rd -8th access to 1 to 1 Chromebooks

### Metric/Indicator

List of staff and students participating in the Jr. Medical Academy course for 7th-8th grade students.

### 18-19

List of staff and students participating in the Jr. Medical Academy

### Baseline

List of staff and students participating in the Jr. Medical Academy

### Metric/Indicator

## Actual

Technology Coordinator provided support to staff on a daily basis.

Teacher use of 4 C's increased from "Beginning" to "Emerging".

1st through 8th grade students have 1:1 access to devices. Kindergarten students have 2:1 access.

16 students and one staff participated in the Jr. Medical Academy.

7th and 8th grade students were provided with "electives" two days a week in the areas of Ag Science, Art, and Publications.



### Expected

Students will have access to a broad course of study as measured by the master schedule. Programs and services will also include unduplicated pupils and individuals with exceptional needs."

#### 18-19

100% - All Students

100% - Unduplicated Students

100% - Individuals with Exceptional Needs

#### Baseline

100% - All Students

100% - Unduplicated Students

100% - Individuals with Exceptional Needs

### Actual

## 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
Train staff to integrate technology with CCSS instruction through professional development and CUE Technology Camps.	Teachers were provided with training in the SAMR model of technology integration.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 14,000	0 5800: Professional/Consulting Services And Operating Expenditures LCFF
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500	0 1000-1999: Certificated Personnel Salaries LCFF

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with current working technology in the classroom and upgrade Lab for STEM Projects.	Teachers were provided with current working technology in the classroom. A robotics table was purchased for the STEM Lab.	4000-4999: Books And Supplies Supplemental and Concentration 34,000	42000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support continued development of Technology Leads	Stipends were provided for teachers who received Google Certification.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	1000 0000: Unrestricted LCFF
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000	

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology Support with Tech Specialist On-Site	Tech Specialist was on-site daily and provided technology support.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,000	69000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain student access to Mobile Labs-upgrades and replacements	Students had access to Mobile Lab upgrades and replacements.	4000-4999: Books And Supplies Supplemental and Concentration 42,000	42000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support creation of Jr. Medical Academy Pipeline and course enrollment	Jr. Medical Academy pipeline and course enrollment provided to all qualified 6th-8th-grade students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000	2200 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
		4000-4999: Books And Supplies Supplemental 12,000	3000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomic, and foster youth will have an opportunity to explore careers in medicine.	6th-8th-grade English Learners, low socioeconomic students, and foster youth had the opportunity to explore various careers in medicine through participation in the Jr. Medical Academy.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,000  4000-4999: Books And Supplies Supplemental and Concentration 20,000	3000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration  3000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

#### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Technology Training on the use of supplemental apps and software to improve the instruction and learning for English Learners.	A variety of supplemental instructional platforms were used and training was provided.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	7000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

#### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners, students affected by low socioeconomic, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.	A chrome book cart was available after school for homework completion and/or research.	4000-4999: Books And Supplies Supplemental and Concentration 12,000	0 4000-4999: Books And Supplies LCFF Supplemental and Concentration

## 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.

Teachers received training on the SAMR model for effective classroom technology integration in an attempt to increase 21st century tools, resources, and skills. Staff and students we provided access to working technology as well as replacement equipment as needed. Technology Specialist provided technical assistance on a need basis.

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

There was an increased proficiency in the effective use of technology in the classroom. As a result, teachers are becoming more comfortable with the thought of "Blended Learning" and providing a more personalized educational experience for students. Research shows when learning is personalized achievement increases. There will be continued support and professional development in the area of technology integration to support instruction and student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal #2: Modified to read: Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all students so they are prepared for college and/or career.

AMO #1: Modified to read: There will complete at least one STEM-related task or project per grade level per school year where student proficiency in the 4 C's will be measured by a common rubric.

AMO #2: Delete because it is addressed in new metric.

AMO #3: Keep.

AMO #4: Delete because it is addressed in new metric.

AMO #5: Keep (New #2)

AMO #6: Modified to read: Increase opportunities for students to participate in STEM-related clubs and activities including but not limited to: Junior Medical Academy, FIRST Lego Robotics League, and the Le Grand Student Space Initiative. (New #3)

AMO #7: Keep (New #4)

Add: In order to increase student proficiency in 21st Century skills, teachers and staff will be provided with ongoing and prompt support as well as opportunities to receive Google certification and ongoing professional development in the SAMR model of technology integration. Growth will be measured by the annual Bright Byte's survey. (New AMO #5)

Action #1: Modified to read: Provide training for all staff and support the development of technology leads in the area of effective technology integration methods with the goal of redefining instruction through a blended learning model.

Action #2: Modified to read: Provide access for all staff and students to working technology hardware and/or research-based instructional software for use in the classroom.

Action #3: Deleted: Combined with new action #1

Action #4: Keep (New #3)

Action #5: Deleted: Combined with new action #2

Action #6: Modified to read: Provide increased access for students to participate in a broader course of study which will prepare them for college and/or career (Junior Medical Academy, Le Grand Student Space Initiative, Robotics, other STEM opportunities).

Action #7: Deleted: Combined with new action #6

Action #8: Modified to read: Increase access for English learners, foster youth, and students affected by low-socioeconomic status to technology hardware and/or research-based software designed to increase academic achievement.

Action #9: Deleted: Combined with new action #8



## 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

Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> The number of students responding to "feeling safe" on California Healthy Kids Survey will increase by 1%. <b>18-19</b> 86% feeling safe on CHK Survey. <b>Baseline</b> Baseline 84% feeling safe on CHK Survey.	We did not meet our goal.. 78.5% of students responded "feeling safe" on the California Healthy Kids Survey.
<b>Metric/Indicator</b> Discipline referrals will decrease by 1 percent as measured by PBIS/ Power School data. <b>18-19</b> 1% decrease over 2017-18. <b>Baseline</b> Baseline data to be collected 2017-18 after PowerSchool training.	Baseline for 2017-2018 was 294 referrals. We did not meet our goal to decrease referrals by 1% in 2018-2019.

### Expected

### Actual

**Metric/Indicator**

Services to students will be maintained on a log of services and mental health referrals.

**18-19**

82 students will receive services.

**Baseline**

78 students received services.

82 students received services for the 2018-2019 school year.

**Metric/Indicator**

Daily attendance will improve by 1% and truancy will be reduced by 1% as measured by Attendance Report Power School.

**18-19**

Daily attendance 95.6

**Baseline**

Daily attendance 95.4

Based on P1 and P2, we reached 96.6% daily attendance in 2018-2019

**Metric/Indicator**

Increase percentage of parent participation at parent events including gathering parent input in decision making processes as measured by event sign in sheets and number of events. This will include unduplicated students and individuals with exceptional needs.

**18-19**

8 events 140 parents

**Baseline**

6 events 126 parents

9 events with attendance of 126 for all events. 52 un-duplicated parents attended the events.

**Metric/Indicator**

Parent Survey response to feeling welcome on campus will increase by 1% from baseline.

**18-19**

Parent Survey response to feeling welcome on campus will increase 94.4%

**Baseline**

Baseline response 94%

We did not meet our goal. We had 89% of parents respond to feeling welcome on campus.

**Metric/Indicator**

Score 90% or better on the campus maintenance section of the annual William's Report.

**18-19**

90.4% on the campus maintenance section of the annual William's Report.

**Baseline**

Overall rating on the campus maintenance section of the annual William's Report was Good.

Expected	Actual
94.4% on the campus maintenance section of the annual William's Report.	
<b>Metric/Indicator</b> Suspension and Expulsions will decrease by one incident unless it is already at 0. <b>18-19</b> 3 suspensions, 0 expulsion <b>Baseline</b> 5 suspensions, 1 expulsion	Did not meet our goal. There were 28 suspensions for the 2018-2019 school year.
<b>Metric/Indicator</b> 8th grade drop outs will decrease by 1 unless at 0 and graduation rate will increase by 1% <b>18-19</b> 0 dropouts and 89.7 % graduation rate <b>Baseline</b> 0 dropouts and 87.7 graduation rate	0 dropouts and graduation rate is at 93%.
<b>Metric/Indicator</b> The number of staff responding to "feeling safe" on California Healthy Kids Survey will increase by 1%. <b>18-19</b> 1% increase over August 2018 data <b>Baseline</b> Baseline data August 2017	74% of staff responded to "feeling safe" on California Healthy Kids Survey.
<b>Metric/Indicator</b> The number of students responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%. <b>18-19</b> 1% increase over August 2018 data <b>Baseline</b> Baseline data August 2017	76% of students responded to "feeling connected to school" on the California Healthy Kids Survey.
<b>Metric/Indicator</b> The number of parents responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%. <b>18-19</b> 1% increase over August 2018 data	86% of parents responded to "feeling connected to school" on the California Healthy Kids Survey.

Expected	Actual
<b>Baseline</b> Baseline data August 2017  <b>Metric/Indicator</b> The number of staff responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.  <b>18-19</b> 1% increase over August 2018 data  <b>Baseline</b> Baseline data August 2017	61% of staff responded to "feeling connected to school" on the California Healthy Kids Survey.

### 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
Improve the Social Emotional Skills of Students and Connect to Mental Health Services A. Conduct individual and/or small group sessions to increase student skills with social emotional issues. B. Establish a centralized referral system so students are connected with mental health services. C. Provide a full time Health Coordinator	Full time health coordinator was employed.	2000-2999: Classified Personnel Salaries Supplemental 73,000	90000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve Attendance and Reduce Lost Academic Time	A school attendance review team was formed with support from the Merced County Sheriff's	1000-1999: Certificated Personnel Salaries Base 6,000	0 2000-2999: Classified Personnel Salaries LCFF Base

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.  
B. Review effectiveness and efficiency of SARB and make adjustments as needed.

Department. Meetings were held with the most chronically truant families.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.	PBIS Tier I and Tier II were fully implemented. Positive incentives for positive behaviors increased and the school saw a decline in the number of daily office referrals.	4000-4999: Books And Supplies Supplemental and Concentration 5,000	5000 4000-4999: Books And Supplies Locally Defined

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program.	ParentSquare was not purchased.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000	0 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation, engagement,	Parent liaison implemented parent training, networking and engagement activities for families to support education.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 60,500 4000-4999: Books And Supplies Supplemental and Concentration 11,000	65000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 11000 4000-4999: Books And Supplies LCFF Base



parent training and networking opportunities.

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain repairs to facilities and security cameras	Facilities are inspected annually and repairs and upgrades are performed expediently. School security cameras are monitored and repaired as needed.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 75,000	65000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration

#### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students and families of English Learners, students affected by low socioeconomics, and foster youth will have access to a Health Coordinator. Social Emotional Skills and Mental Health referrals for English Learners, as well as outreach and psycho-education for students and their families.	All identified students have access to health coordinator as needed.	2000-2999: Classified Personnel Salaries Supplemental 8,500	8500 2000-2999: Classified Personnel Salaries LCFF Base

#### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance. Disaggregate attendance and tardy data and identify any students who lose excessive academic time	SST members and staff met with identified students and families who were chronically absent.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000	5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

compared to the average time lost by other students.

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups.	No data was gathered to measure loss of instructional time.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,000	6000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration

### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the Number of Positive Contacts With Families. Develop a system where parents get positive feedback about their student. All the families will be given the opportunity to receive equitable access to Parent Square.	Parent Square was not purchased during the 18-19 school year. However, many teachers increased the number of positive contacts with parents using ClassDojo and face to face contact.	4000-4999: Books And Supplies Supplemental and Concentration 7,200	7200 4000-4999: Books And Supplies LCFF Supplemental and Concentration

### Action 11

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

Create Training and Networking Opportunities For Parents and Families.  
Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.) and provide bilingual staff for interpretation.

Training and networking opportunities were provided through monthly parent/family workshops. During workshops, parents were invited to participate in making crafts while also hearing and learning from speakers about how to support their students. Additionally, the Parent Institute of Quality Education (PIQE) was provided. Almost twenty parents graduated from the PIQE program.

2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000

4000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

3000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration

## 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.

Our school strives to provide a safe and welcoming environment for students and their parents. A full time health coordinator provides services to students on a need basis. Parents are given ample opportunities to participate and engage in school activities, inside and outside of the classroom. Attendance is of utmost importance, therefore we now participate with the School Attendance Review Team to help with chronic absenteeism, and our SST members meet regularly to address absences. PBIS has been fully implemented and addresses most of our behavior issues.

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

PBIS provided data which showed a decrease in office referrals from more than four per day to less than two. Suspensions increased this year, especially in the 8th-grade due to a change in administration and a need to increase student and staff safety. Parent communication via Aptegy, the school website, school newsletter, Class Dojo, and social media were well received by the community. Plans to align our communication strategies for upcoming years are already in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Combine AMO #1 & #10- to read: The number of student and staff responding to "feeling safe" on the California Healthy Kids Survey will increase by 1%. (AMO #1)

AMO #2- modify to read: maintain the number of office discipline referrals (ODR's) to no more than 2 per day.

AMO #3- modify to read: counseling services provided to students will be logged in order to ensure adequate staffing is available to meet the socio-emotional needs of students.

AMO #4- modify to read: daily attendance will improve by 0.5% as measured by attendance data on PowerSchool.

AMO #5- modify to read: Increase the percentage of parent participation at parent events, including, but not limited to Parent Square, SSC, ELAC, Parent Workshops, and Family events. This includes gathering parent input in decision making processes as measured by event sign in sheets and surveys (Bright Bytes). This will include unduplicated students and individuals with exceptional needs.

AMO #6- Keep (New AMO #6)

AMO #7- (New AMO #7)

AMO #8- (New AMO #8)

AMO #9- (New AMO #9)

AMO #10- combined with AMO #1

AMO #11- Combine AMO #11, #12, and #13- to read: The number of students, parents, and staff responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%. (New AMO #10)

#### ACTIONS:

Action #1 - Modified:

Improve the Social-Emotional Skills of Students and increase access to Mental Health Services

A. Conduct individual and/or small group sessions to increase student skills with social-emotional issues.

B. Establish a centralized referral system so students are connected with mental health services.

C. Provide a full-time Health Coordinator

Action #2 - Keep

Action #3 - Keep

Action #4 - Keep

Action #5 - Keep

Action #6 - Keep

Action #7 - Keep

Action #8 - Keep

Action #9 - Keep

Action #10 - Delete: Already addressed in Action #4.

Action #11 - Keep

## 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

Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. <b>18-19</b> 96% of staff <b>Baseline</b> 95% of staff	Due to unexpected and late departures of two credentialed teachers, two teachers on intern status were hired in July 2018 to fill vacancies. Therefore, the percentage of fully credentialed staff during the 2018-19 school year was 85%.
<b>Metric/Indicator</b> Improve implementation of strategies identified by Problem of Practice by 10% from pre to post data collection. <b>18-19</b> 10% increase from Fall 2018 collection to Post Rounds %. <b>Baseline</b> Problem of Practice is identified yearly and the pre score is collected during the Fall Rounds.	Problem of Practice activities did not occur due to change in school/district leadership. However, classroom observations and feedback increased substantially.
<b>Metric/Indicator</b> Sign in sheets from i-Ready training on diagnostic assessments.	i-Ready was discontinued and replaced with NWEA MAP testing in order to be more closely aligned with the SBAC and Le Grand High School.

Expected

Actual

**18-19**

100% of 2nd - 8th grade teachers trained to pull reports and analyze formative data aligned to CCSS instruction.

**Baseline**

100% of 2nd - 8th grade teachers trained.

## 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
All teachers will be appropriately credentialed for their assignments to include supporting of the Teacher Induction Program.	Not all teachers were fully credentialed. Teachers with intern status were provided support from mentor teachers and administration.	1000-1999: Certificated Personnel Salaries Base 1,346,327	1500000 1000-1999: Certificated Personnel Salaries LCFF Base

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train teachers on research based strategies to meet the rigor of CCSS that are effective to meet the needs of students in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.	Teacher professional development was ongoing and provided during monthly staff meetings. Topics included Growth Mindset, Visible Learning Strategies (Hattie, 2001), Number Talks, 3-Read Protocol, Effective questioning strategies, EL Shadowing, and classroom management strategies.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000  4000-4999: Books And Supplies Supplemental and Concentration 25,000	25000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration  5000 4000-4999: Books And Supplies LCFF Supplemental and Concentration

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. I-Ready Assessments and Diagnostic including staff development.	All teachers were provided training from NWEA on how to administer, view, and interpret data from MAP assessments. Teachers also met with Principal and Vice-Principal in data interpretation sessions known as "MAP Chats" to review data and set student and instructional goals.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000  4000-4999: Books And Supplies Supplemental and Concentration 32,000  2000-2999: Classified Personnel Salaries Supplemental and Concentration 6,500	5000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration  12000 4000-4999: Books And Supplies LCFF Supplemental and Concentration  5000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration

### 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.

Our staff was provided with a number of professional development opportunities to help increase student achievement. Math coaching in the areas of Number Talks and 3-Read Protocol were provided by the county office of education. Our teachers were regularly observed in their delivery and used administrator and peer feedback to increase proficiency in the mathematics strategies. There was a noticeable improvement to Tier I instruction as observed by using Visible Learning strategies. The principal and vice-principal work to get into classrooms 5-10 hours each week in order to support instruction and student learning. New benchmark assessments and team data chats have allowed for a more intentional focus on individual student needs. Growth Mindset, Effective questioning strategies, EL Shadowing, and classroom management strategies were also topics discussed during professional development.

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

Due to unforeseen circumstances, not 100% of our staff was fully credentialed. Training for our teachers in various topics was extensive and effective which we expect will help increase student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Update goal to read: Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students for college and/or a career.

Update action #3: Replace i-Ready with NWEA MAP



## 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?

Parents, community members, local bargaining unit, and other stakeholders (e.g., LEA classified personnel, county office of education foster youth services programs, English learner parents) were invited to engage and be involved in developing, reviewing, and supporting the implementation of the LCAP.

The District team attended training meetings and received guidance and resources from Merced County Office of Education, Department of Educational Services and Business Services.

Beginning in November the LCAP Planning Team met to develop the presentations.

Information about the State Priority Goals, data on student achievement and the gaps in achievement between the highest performing groups and the lowest three performing subgroups, patterns of school attendance and parent involvement were used by the LEA to inform during the goal-setting process.

The District involved stakeholders beginning in February. The District used a variety of strategies such as parent/community forums, advisory committee meetings, small group, grade level team, and one on one input sessions.

Meetings with parent representative groups began in February. The first community and parent engagement forums were lightly attended but there were representation and engagement from parents representing English Learners, economically disadvantaged groups and Hispanics along with parents whose students did not fall into those subgroups. Valuable input was received from these groups. There was no Foster Youth representation at the meeting due to not having any Foster Youth enrolled at the school at this time. The District will work with MCOE to ensure the needs of future Foster Youth students are met.

Parent/community surveys were sent to each family in March to increase input participation. Input increased from 8% to 35% and there was an increase in input from EL, Hispanic, and Low Socioeconomic parents. The additional input received did not vary significantly from the responses gained from the initial parent/community forum.

All staff were provided information on the state priorities and were provided opportunities to provide input and identify priorities for the LCAP. The input was gathered from staff meetings, staff survey, grade level team input and individual teacher input. Their input is evident in the services and actions of all four goals.

Preliminary drafts were shared with DELAC, Migrant, Parent's Club, Board, and staff in April and May to ensure that areas of highest concerns were addressed in the LCAP. Additions to the LCAP were made in the areas of parent participation, professional development, technology integration and support, and the importance of maintaining highly qualified staff.

A DPAC committee with representation from parents, including representatives parents of pupils identified in Education Code section 42238.01, teachers, staff, and administration will meet to review and update the LCAP.

Pupil group was included in stakeholder input during 2018-19 and will continue to be during future years.

2017-2018 UPDATE: The District's LCAP/DPAC is the primary group responsible for updating the LCAP. The Le Grand Elementary CTA voted in three members to represent the bargaining unit on the District's LCAP/DPAC committee. The DPAC committee consists of representatives from DELAC/ELAC, SSC, parent groups, with representation from parents, including representatives parents of pupils identified in Education Code section 42238.01, CTA, administration and staff. Information about goals and the actions and services supporting those goals were reviewed. Progress made towards actions and available data on the metrics were presented at a LCAP stakeholder/community information night on March 1, 2017. Student responses were collected from focus groups and responses to motivational activities. Input and comments were requested and used when updating the LCAP.

DELAC/ELAC and SSC reviewed actions and services on September 14, 2016. Staff worked on preliminary drafts on October 24, 2016 and April 14, 2017. Preliminary drafts of the 2017-18 plan were shared with DLAC, Migrant, Parent's Club and staff in April and May to ensure that areas of highest concerns were addressed. Additions to the LCAP were made in the areas of parent participation (Liaison), professional development for Math, technology integration and support, and the importance of maintaining a highly qualified staff and final input to the draft was given on May 9, 2017.

The School Board received LCAP updates on September 13, 2016, January 10, 2017, February 14, 2017, March 14, 2017 as implementation of the LCAP progressed. Updates and planning occurred at the April 11, 2017. After holding a public hearing on June 13, 2017, the Board adopted the LCAP and budget on June 27, 2017.

2018-2019 UPDATE: All groups were consulted as a whole in regards to providing LCAP input. 8th-grade students were included in this year stakeholder input. All certificated teachers were given the opportunity to provide input into the LCAP as well as all classified staff. Parent groups were invited to provide input during a general information meeting on March 27, 2019. LCAP goals and actions were presented at multiple Site Council and DELAC meetings.

## Impact on LCAP and Annual Update

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

The involvement process resulted in stakeholders having greater access to information and metrics. The district informed stakeholders of the district initiatives and state priorities and the metrics that would be used to measure success. Parents who participated in the LCAP input process stated that this was the most meaningful way they have been invited to participate in their child's education.

The district considered all input provided by stakeholders.

The LCAP meetings, surveys, input resulted in the following subcategories with the highest responses listed.

How can LGELM improve Pupil Engagement?

1. Continue Positive Behavior Support

Praise and encouragement, technology education, collaboration projects, recognition

2. Exposure to College and Career

Invite local college graduates as guest speakers, field trips or exposure to colleges, Career Days, workshops and information

How can LGELM improve School Climate?

1. Provide a Safe Learning Environment by disciplining negative behaviors, including bullying, improve relationships between students and staff.

How can LGELM increase Parent Involvement?

1. Seminars, workshops on topics of interest to parents

2. Positive contacts with parents from teachers, staff, and/or administrators

3. Technology education for parents

4. Family engagement nights,

5. Parent to parent advice, peer training

6. Webpage and social media updates

How can LGELM improve Basic Services?

1. Hire highly qualified and credentialed teachers who meet the needs of all students, CCSS instructional materials, training, and technology hardware/software.

How can LGELM improve student achievement?

1. Great teachers, highly qualified teachers who are successful in meeting the needs of the lowest performing subgroups, professional development for teachers, time for teachers to plan and collaborate, tutorial, summer school, pre-school for all income levels, electives (music, art, drafting)

2. ELD Training

3. Rebuild the music program
4. More parent participation

The results of the input are reflected in the three goals and can be found in the actions and services listed in the LCAP.

## 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

All Le Grand Scholars will increase their achievement in English & Language Arts, Mathematics, Science and Informational Literacy.

#### 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:

Students need to be successful in ELA, Math, Science, and Informational Literacy.

The achievement gap between the three lowest performing sub groups , EL, LI, Hispanic must be closed.

Strategies and programs that enhance learning of CCSS through 21st Century skills must be identified.

Teaching staff must be able to deliver a rigorous and relevant curriculum aligned to CCCSS and taught through 21st Century Learning Skills.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Identified Problem of Practice outcomes will increase by 10% from pre observation to post observation	Baseline pre % to be identified in 1st Quarter of the school year.	Baseline pre % to be identified in 1st Quarter of the school year.	Replaced with Technology project.	Technology project was combined with other STEM areas. Each class participated in a STEM

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				project once per semester.
All students have access to State Standards as measured by classroom observations	100% of students have access.	100% of students have access.	100% of students have access.	100% of students have access.
All EL students have access to State Standards and ELD Standards	100% of students have access.	100% of students have access.	100% of students have access.	100% of students have access.
All Le Grand English language learners will experience increased achievement in language proficiency based upon ELPAC data	57.4	CELDT not administered	Baseline TBD	2% Increase
100% of students have sufficient core instructional materials as measured by the annual board resolution	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.
Increase by 1 the number of students who are reclassified	6 students were reclassified in 2016-17	Increase of 1 student in reclassification rates	Increase of 1 student in reclassification rates	Increase of 1 student in reclassification rates
Increase the number of students meeting 8th grade level if they have matched 7th grade scores as measured by I-Ready end of year diagnostic	20.4% 8th Grade on grade level in Math 10/49 per i-Ready.	22% 8th Grade on Grade Level	23% 8th Grade on Grade Level	Discontinued because our district no longer uses i-Ready.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
8th graders make one year progress as measured by end of year diagnostic on i-Ready	August 2016 and June 2017 pre and post data	August 2017 and June 2018 pre and post data	August 2018 and June 2019 pre and post data	Discontinued because our district no longer uses i-Ready.
Classrooms will complete a technology integrated CCSS grade level project as measured by project summary report	40% of classrooms completed a tech integrated project.	50% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.	55% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.	60% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.
The amount of Le Grand Scholars (including ELLs, SED, SpEd., Foster and Homeless) meeting or exceeding standards in English Language Arts will increase by 5% as measured by the CAASPP assessment.	ELA 49.2 below Level 3 Math 62.3 below Level 3	ELA and Math CAASPP All + 3 points from prior year	ELA and Math CAASPP All + 3 points from prior year	5% increase of students meeting state standards in ELA and Math based on CAASPP
100% of Le Grand 3rd Grade Scholars will be reading on grade level as measured by the DRA assessment.	37/41 met DRA.	DRA 70% at grade level in 3rd	DRA 72% at grade level in 3rd	DRA 100% at grade level in 3rd
K-8th grade staff will present a technology project based on CUE training.	2017-18 1st - 8th 100%	n/a	95% K-8	Discontinued due to our staff no longer attending CUE training.
8th-Grade English language learners will meet the requirements (RIT 235) to qualify for advanced math in high	2018-2019 English Learner RIT scores- ...% met 235 or higher	n/a	n/a	45%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
school, as measured by the Spring MAP Growth assessment.				

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase and replace core instructional materials.

2018-19 Actions/Services

Purchase and replace core instructional materials.

2019-20 Actions/Services

Purchase and replace core instructional materials.

### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	70,000	80,000	15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide collaboration and planning time on early release days.

2018-19 Actions/Services

Provide collaboration and planning time on early release days.

2019-20 Actions/Services

Early release days will be used for school-wide Professional Learning Communities and Planning.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	30,000	30,000
Source	Base	Base	Base
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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

#### Location(s):

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

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Provide extra support to students in ELA and ELD with a support teacher and a Lab Instructional Assistant for small group intervention 183 days and additional intervention services after school and Saturday sessions.

#### 2018-19 Actions/Services

Provide extra support to students in ELA and ELD with a support teacher and a Lab Instructional Assistant for small group intervention 183 days and additional intervention services after school and Saturday sessions.

#### 2019-20 Actions/Services

Provide increased support to students in ELA, ELD, and Math with a support teacher and an instructional assistant for small group intervention 183 days and/or additional intervention services after school.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	118,000	121,000	124,000
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
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	8,000	9,000	9,000

#### 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

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Provide extra support to students in Math with a clinician/teacher for small group, intensive intervention 183 days and additional intervention services after school and Saturday school.

**2018-19 Actions/Services**

Provide extra support to students in Math with a clinician/teacher for small group, intensive intervention 183 days and additional intervention services after school and Saturday school.

**2019-20 Actions/Services**

Provide instructional aides in K-3 to provide additional support for differentiated instruction in order to meet the Language Arts and Math needs of English language learners and students affected by low-socio-economics and foster youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	104,000	108,000	160,000
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 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)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

Provide instructional aides in K-3 to lower adult:student ratio for instruction

## 2018-19 Actions/Services

Provide instructional aides in K-3 to lower adult:student ratio for instruction

## 2019-20 Actions/Services

Discontinued- Combined ELA and Math support in Action #4

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	47,000	49,000	0
Source	Title I	Title I	Title I
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)

All

[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

[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth and provide professional development on deepening knowledge of integrated and designated ELD, academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs.

#### 2018-19 Actions/Services

Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth and provide professional development on deepening knowledge of integrated and designated ELD, academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs.

#### 2019-20 Actions/Services

Provide professional development in integrated ELD, academic discourse, PLCs, lesson study, and other strategies that improve learning for students with the highest needs through on-site training, coaching, and/or workshops and conferences.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,600	17,600	24,000
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
Amount	16,000	16,000	16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

#### Action 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)

All

[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

[Add Students to be Served selection here]

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomic, and foster youth.

**2018-19 Actions/Services**

Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomic, and foster youth.

**2019-20 Actions/Services**

Discontinued- Already addressed in Action #4

**Budgeted Expenditures**

Year 2017-18

Amount 35,000

Source Supplemental and Concentration

Budget 2000-2999: Classified Personnel

Reference Salaries

2018-19

35,000

Supplemental and Concentration

2000-2999: Classified Personnel

Salaries

2019-20

0

Supplemental and Concentration

2000-2999: Classified Personnel

Salaries

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

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

All [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:

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

#### Actions/Services

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

<b>2017-18 Actions/Services</b> Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.	<b>2018-19 Actions/Services</b> Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.	<b>2019-20 Actions/Services</b> Discontinued- Already addressed in Action #4
---	---	---

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	35,000	0
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)

All

[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

[Add Students to be Served selection here]

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.

**2018-19 Actions/Services**

Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.

**2019-20 Actions/Services**

Discontinued- Already addressed in Action #4

**Budgeted Expenditures**

Year 2017-18

Amount 7,000

Source Supplemental and Concentration

Budget 1000-1999: Certificated Personnel

Reference Salaries

2018-19

7,000

Supplemental and Concentration

1000-1999: Certificated Personnel

Salaries

2019-20

0

Supplemental and Concentration

1000-1999: Certificated Personnel

Salaries

Amount	7,000	7,000	7,000
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated 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)

All  
[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  
[Add Students to be Served selection here]

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)  
[Add Scope of Services selection here]

#### Location(s):

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

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.

2018-19 Actions/Services

Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.

2019-20 Actions/Services

Discontinued- Already addressed in Action #4

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	7,000	7,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	7,000	7,000	7,000
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate.	Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate.	Discontinued- Already addressed in Action #6

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	30,000	0
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 12

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

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Contract with MCOE and other professional development providers.

Contract with MCOE and other professional development providers.

Discontinued- Already addressed in Action #6

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	23,000	25,000	0
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 13

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

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

CUE technology training

2018-19 Actions/Services

CUE local technology training

2019-20 Actions/Services

Discontinued- Already addressed in Action #6

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	23,000	26,000	0
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

Increase the proficiency of 21st Century skills (creativity, collaboration, critical thinking, and communication) for all students so they are prepared for college and/or career.

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

State Priorities: Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Identified Need:

Students and staff are lacking in technology tools, training and opportunities to use 21st Century skills.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
There will complete at least one STEM-related task or project per grade level per school year where student proficiency in the 4 C's will be measured by a common rubric.	All students have access to technology in the classroom but there is no evidence that all grade levels have completed a project that is at the Modification or Redefinition level on the SAMR model.	All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.	All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.	100% of students will complete a STEM-related task or project with proficiency in the 4 C's.
Technology Coordinator and two technology leads will receive	No staff have received Google Certification.	25% of staff will be Google Certified	35% of staff will be Google Certified	Discontinued because it is addressed in new metric.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Google Certification as measured by the Google Certificate.				
Daily work and caseload logs will record the support staff received from Technology Coordinator.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.
Bright Bites Survey response for "Teachers Use of 4 C's" results will increase from Beginning 800-899 to Emerging 900-999.	Bright Bites Survey "Teachers Use of 4 C's" at 800-899 Beginning Level	Staff will increase positive responses to a survey about use of instructional technology to 900-999.	Staff will increase positive responses to a survey about use of instructional technology to 1000-1099.	Discontinued because it is addressed in new metric.
Kinder - 8th grade students will have 1 to 1 access to Chromebooks as measured by school inventory.	3rd -8th access to 1 to 1 Chromebooks	Access to one to one 2nd - 8th as measured by student to device ratio.	Access to one to one 1st - 8th as measured by student to device ratio.	Access to one to one Kinder - 8th as measured by student to device ratio.
Increase opportunities for students to participate in STEM-related clubs and activities including but not limited to: Junior Medical Academy, FIRST Lego Robotics League, and the Le Grand Student Space Initiative	List of staff and students participating in the Jr. Medical Academy	List of staff and students participating in the Jr. Medical Academy	List of staff and students participating in the Jr. Medical Academy	List of students participating in STEM-related clubs and activities.
Students will have access to a broad course of study as measured by the master schedule. Programs and	100% - All Students 100% - Unduplicated Students 100% - Individuals with Exceptional Needs	100% - All Students 100% - Unduplicated Students 100% - Individuals with Exceptional Needs	100% - All Students 100% - Unduplicated Students 100% - Individuals with Exceptional Needs	100% - All Students 100% - Unduplicated Students 100% - Individuals with Exceptional Needs



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
services will also include unduplicated pupils and individuals with exceptional needs."				
In order to increase student proficiency in 21st Century skills, teachers and staff will be provided with ongoing and prompt support as well as opportunities to receive Google certification and ongoing professional development in the SAMR model of technology integration. Growth will be measured by the annual Bright Bytes survey	2019-2020 Bright Bytes survey			Baseline determined in 2019-2020 due to being a new metric.

## 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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Train staff to integrate technology with CCSS instruction through professional development and CUE Technology Camps.

**2018-19 Actions/Services**

Train staff to integrate technology with CCSS instruction through professional development and CUE Technology Camps.

**2019-20 Actions/Services**

Provide training for all staff and support the development of technology leads in the area of effective technology integration methods with the goal of redefining instruction through a blended learning model.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	14,000	14,000	21,000
Source	Supplemental and Concentration	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	4,500	4,500	4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Provide teachers with current working technology in the classroom and upgrade Lab for STEM Projects.

**2018-19 Actions/Services**

Provide teachers with current working technology in the classroom and upgrade Lab for STEM Projects.

**2019-20 Actions/Services**

Provide access for all staff and students to working technology hardware and/or research-based instructional software for use in the classroom.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34,000	34,000	40,000
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 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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Support continued development of Technology Leads

2018-19 Actions/Services

Support continued development of Technology Leads

2019-20 Actions/Services

Discontinued- Combined with new action #1

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	5,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	8,000	8,000	0
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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Technology Support with Tech Specialist On-Site

2018-19 Actions/Services

Technology Support with Tech Specialist On-Site

2019-20 Actions/Services

Technology Support with Tech Specialist On-Site

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	73,000	76,000	79,000
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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain student access to Mobile Labs-upgrades and replacements

2018-19 Actions/Services

Maintain student access to Mobile Labs-upgrades and replacements

2019-20 Actions/Services

Discontinued- Combined with new action #2

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	42,000	0
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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Support creation of Jr. Medical Academy Pipeline and course enrollment with extended teaching time, field trips and materials.

#### 2018-19 Actions/Services

Support creation of Jr. Medical Academy Pipeline and course enrollment

#### 2019-20 Actions/Services

Provide increased access for students to participate in a broader course of study which will prepare them for college and/or career (Junior Medical Academy, Le Grand Student Space Initiative, Robotics, other STEM opportunities).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	12,000	12,000	12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 7**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Migrant  
[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  
[Add Students to be Served selection here]

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)  
[Add Scope of Services selection here]

**Location(s):**

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

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.	Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.	Discontinued- Combined with new action #6

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	6,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	20,000	20,000	20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

#### Action 8

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

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

##### Scope of Services:

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

##### Location(s):

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

English Learners	Limited to Unduplicated Student Group(s)	All Schools
------------------	--	-------------

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Instructional Technology Training on the use of supplemental apps and software to improve the instruction and learning for English Learners.

#### 2018-19 Actions/Services

Instructional Technology Training on the use of supplemental apps and software to improve the instruction and learning for English Learners.

#### 2019-20 Actions/Services

Increase access for English learners, foster youth, and students affected by low-socioeconomic status to technology hardware and/or research-based software designed to increase academic achievement.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	5,000
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)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.

**2018-19 Actions/Services**

English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.

**2019-20 Actions/Services**

Discontinued- Combined with new action #8

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	12,000	12,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

### Goal 3

Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff.

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

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Identified Need:

Students need a safe, secure, and welcoming environment for learning.  
Students need social and emotional supports in order to learn. Students need to be engaged with school, daily and on time. Students need positive support and discipline that keeps them in the class learning.  
Engage parents and families to support student success in school.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of student and staff responding to "feeling safe" on the California Healthy Kids	Baseline 84% feeling safe on CHK Survey.	85% feeling safe on CHK Survey.	86% feeling safe on CHK Survey.	87% students reporting feeling safe on CHK Survey. Teachers 1% Increase over August 2019 data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Survey will increase by 1%.				
Maintain the number of office discipline referrals (ODR's) to no more than 2 or less per day.	Baseline data to be collected 2017-18 after PowerSchool training.	294 discipline referrals for 2017-2018	291 or less discipline referrals.	Less than 260 ODR's.
Counseling services provided to students will be logged in order to ensure adequate staffing is available to meet the socio-emotional needs of students.	78 students received services.	80 students will receive services.	82 students will receive services.	Log of services to students.
Daily attendance will improve by 0.5% as measured by attendance data on powerschool.	Daily attendance 95.4	Daily attendance 95.5	Daily attendance 95.6	Daily attendance 96%
Increase the percentage of parent participation at parent events, including, but not limited to Parent Square, SSC, ELAC, Parent Workshops, and Family events. This includes gathering parent input in decision making processes as measured by event sign in sheets and surveys (Bright Bytes). This will include unduplicated students and individuals with exceptional needs.	6 events 126 parents	7 events 135 parents	8 events 140 parents	8 events 150 parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey response to feeling welcome on campus will increase by 1% from baseline.	Baseline response 94%	Parent Survey response to feeling welcome on campus will increase 94.2%	Parent Survey response to feeling welcome on campus will increase 94.4%	Parent Survey response to feeling welcome on campus will increase 94.6%
Score 90% or better on the campus maintenance section of the annual William's Report.	94.4% on the campus maintenance section of the annual William's Report.	90.0% on the campus maintenance section of the annual William's Report.	90.4% on the campus maintenance section of the annual William's Report.	90.8% on the campus maintenance section of the annual William's Report.
Suspension and Expulsions will decrease by one incident unless it is already at 0.	5 suspensions, 1 expulsion	4 suspensions, 0 expulsion	3 suspensions, 0 expulsion	5 suspensions, 0 expulsion
8th grade drop outs will decrease by 1 unless at 0 and graduation rate will increase by 1%	0 dropouts and 87.7 graduation rate	0 dropouts and 88.7 % graduation rate	0 dropouts and 89.7 % graduation rate	0 dropouts and 90.7 % graduation rate
The number of staff responding to "feeling safe" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	96% feeling safe on CHK survey.	97% report feeling safe on CHK survey.	Discontinued- combined with metric #1.
The number of students, parents, and staff responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	1% increase over August 2019 data for students, parents, and staff.
The number of parents responding to "feeling connected to school" on California Healthy Kids	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	Discontinued- Combined with metric 11.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Survey will increase by 1%.				
The number of staff responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	Discontinued- Combined with metric 11.

## 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)

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

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Improve the Social Emotional Skills of Students and Connect to Mental Health Services

- A. Conduct individual and/or small group sessions to increase student skills with social emotional issues.
- B. Establish a centralized referral system so students are connected with mental health services.
- C. Provide a full time Health Coordinator

Improve the Social Emotional Skills of Students and Connect to Mental Health Services

- A. Conduct individual and/or small group sessions to increase student skills with social emotional issues.
- B. Establish a centralized referral system so students are connected with mental health services.
- C. Provide a full time Health Coordinator

Improve the Social-Emotional Skills of Students and increase access to Mental Health Services

- A. Conduct individual and/or small group sessions to increase student skills with social-emotional issues.
- B. Establish a centralized referral system so students are connected with mental health services.
- C. Provide a full-time Health Coordinator

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	70,500	73,000	76,000
Source	Supplemental and Concentration	Supplemental	Supplemental
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)

All

##### Location(s):

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

All Schools

OR

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

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

##### Scope of Services:

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

[Add Scope of Services selection here]

##### Location(s):

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

[Add Location(s) selection here]

#### Actions/Services



Select from New, Modified, or Unchanged for 2017-18

Modified Action

#### 2017-18 Actions/Services

Improve Attendance and Reduce Lost Academic Time

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.  
B. Establish a SARB

Select from New, Modified, or Unchanged for 2018-19

Modified Action

#### 2018-19 Actions/Services

Improve Attendance and Reduce Lost Academic Time

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.  
B. Review effectiveness and efficiency of SARB and make adjustments as needed.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2019-20 Actions/Services

Improve Attendance and Reduce Lost Academic Time

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.  
B. Review effectiveness and efficiency of SARB and make adjustments as needed.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	6,000	10,000
Source	Base	Base	Base
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)

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth  
Low Income**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.

**2018-19 Actions/Services**

Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.

**2019-20 Actions/Services**

Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	10,000
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 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)

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

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Increase Number of Positive Contacts with Families by implementing Parent Square

**2018-19 Actions/Services**

Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program.

**2019-20 Actions/Services**

Continue Positive Contacts with Families using Parent Square and evaluate effectiveness of the program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2,300	2,000	5,000
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 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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation, engagement, parent training and networking opportunities.

**2018-19 Actions/Services**

Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation, engagement, parent training and networking opportunities.

**2019-20 Actions/Services**

Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation, engagement, parent training and networking opportunities.

**Budgeted Expenditures**

Year 2017-18

Amount 58,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 10,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

60,500

Supplemental and Concentration

2000-2999: Classified Personnel Salaries

11,000

Supplemental and Concentration

4000-4999: Books And Supplies

2019-20

63,000

Supplemental and Concentration

2000-2999: Classified Personnel Salaries

12,000

Supplemental and Concentration

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)

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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain repairs to facilities and security cameras

**2018-19 Actions/Services**

Maintain repairs to facilities and security cameras

**2019-20 Actions/Services**

Maintain repairs to facilities and security cameras

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	75,000	75,000	75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 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)

Specific Student Groups: Migrant

[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

[Add Students to be Served selection here]

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Students and families of English Learners, students affected by low socioeconomics, and foster youth will have access to a Health Coordinator. Social Emotional Skills and Mental Health referrals for English Learners, as well as outreach and psycho-education for students and their families.

**2018-19 Actions/Services**

Students and families of English Learners, students affected by low socioeconomics, and foster youth will have access to a Health Coordinator. Social Emotional Skills and Mental Health referrals for English Learners, as well as outreach and psycho-education for students and their families.

**2019-20 Actions/Services**

Students and families of English Learners, students affected by low socioeconomics, and foster youth will have access to a Health Coordinator. Social Emotional Skills and Mental Health referrals for English Learners, as well as outreach and psycho-education for students and their families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	8,000	8,500	9,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

### 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)

Specific Student Groups: Migrant

[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

[Add Students to be Served selection here]

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to

2018-19 Actions/Services

SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to

2019-20 Actions/Services

SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to

develop individual plan to improve attendance. Disaggregate attendance and tardy data and identify any students who lose excessive academic time compared to the average time lost by other students.

develop individual plan to improve attendance. Disaggregate attendance and tardy data and identify any students who lose excessive academic time compared to the average time lost by other students.

develop individual plan to improve attendance. Disaggregate attendance and tardy data and identify any students who lose excessive academic time compared to the average time lost by other students.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	5,000	5,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

#### 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)

Specific Student Groups: Migrant

[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

[Add Students to be Served selection here]

##### Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

##### Location(s):

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

All Schools

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomic, and foster youth lose academic time in excess of the average time lost by other sub groups.	Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomic, and foster youth lose academic time in excess of the average time lost by other sub groups.	Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomic, and foster youth lose academic time in excess of the average time lost by other sub groups.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	6,000	7,000
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 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)

Specific Student Groups: Migrant

[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

[Add Students to be Served selection here]

**Scope of Services:**

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

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Increase the Number of Positive Contacts With Families.

Develop a system where parents get positive feedback about their student. All the families will be given the opportunity to receive equitable access to Parent Square.

**2018-19 Actions/Services**

Increase the Number of Positive Contacts With Families.

Develop a system where parents get positive feedback about their student. All the families will be given the opportunity to receive equitable access to Parent Square.

**2019-20 Actions/Services**

Discontinued- Combined with Action #4.

**Budgeted Expenditures**

Year 2017-18

Amount 7,500

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

7,200

Supplemental and Concentration

4000-4999: Books And Supplies

2019-20

0

Supplemental and Concentration

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)

English Learners

Foster Youth

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.) and provide bilingual staff for interpretation.

**2018-19 Actions/Services**

Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.) and provide bilingual staff for interpretation.

**2019-20 Actions/Services**

Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.) and provide bilingual staff for interpretation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	9,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	3,000	3,000	3,000
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

Unchanged Goal

### Goal 4

Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students for college and/or a career.

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

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### Identified Need:

There is a gap in learning among various pupil sub groups. All students must have increased access and opportunity to quality rigorous instruction. High quality staff who are trained and committed to meeting the needs of all students but are also exemplary at meeting the needs of the three lowest performing student groups should be recruited and retained.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	95% of staff	95% of staff	96% of staff	97% of staff

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improve implementation of strategies identified by Problem of Practice by 10% from pre to post data collection.	Problem of Practice is identified yearly and the pre score is collected during the Fall Rounds.	10% increase from Fall 2017 collection to Post Rounds %.	10% increase from Fall 2018 collection to Post Rounds %.	10% increase from Fall 2019 collection to Post Rounds %.
Sign in sheets from NWEA training on diagnostic assessments.	100% of 2nd - 8th grade teachers trained.	100% of 2nd - 8th grade teachers trained to develop formative assessments aligned to CCSS.	100% of 2nd - 8th grade teachers trained to pull reports and analyze formative data aligned to CCSS instruction.	100% of 2nd - 8th grade teachers trained to pull multiple reports and analyze formative data aligned to CCSS instruction.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

All teachers will be appropriately credentialed for their assignments to include supporting of the Teacher Induction Program.

**2018-19 Actions/Services**

All teachers will be appropriately credentialed for their assignments to include supporting of the Teacher Induction Program.

**2019-20 Actions/Services**

All teachers will be appropriately credentialed for their assignments to include supporting of the Teacher Induction Program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1,356,000	1,346,327	1,455,000
Source	Base	Base	Base
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)

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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Train teachers on research based strategies to meet the rigor of CCSS that are effective to meet the needs of students in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.

#### 2018-19 Actions/Services

Train teachers on research based strategies to meet the rigor of CCSS that are effective to meet the needs of students in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.

#### 2019-20 Actions/Services

Train teachers on research based strategies to meet the rigor of CCSS that are effective to meet the needs of students in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100,000	40,000	40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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 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:

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

**Actions/Services**

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

**2017-18 Actions/Services**

Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. I-Ready Assessments and Diagnostic including staff development.

**2018-19 Actions/Services**

Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. I-Ready Assessments and Diagnostic including staff development.

**2019-20 Actions/Services**

Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. NWEA Assessments and Diagnostic including staff development.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	6,000	5,000	7,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	30,000	32,000	33,000
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
Amount	6,400	6,500	6,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$877,082	29.09%

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).

Le Grand Union Elementary School District's percentage of unduplicated students is 78.31 and 7.8/10 students are those targeted students of need. Therefore, the district is choosing to use supplemental and concentration funds in a school-wide manner, giving priority for services to unduplicated students. The majority of funds will be directed towards unduplicated students for interventions for ELA, ELD and math through the use of an intervention lab and support staff, as well as through instructional aides at the primary grades for small group instruction. Additionally, funds will be spent on technological devices and teacher training on instructional technologies to ensure equity and access for all students and to prepare them for college and careers. Socially, funds will be used to support families of unduplicated students by a Health Coordinator who will provide social services for students, for PBIS related activities and positive attendance incentives and the addition of cameras to increase students' feelings of safety. (Note: The local context of our rural school and gang activities and violence necessitates this safety equipment.) Finally, parents of unduplicated students will be supported through increased parent involvement activities focused on parent education. These areas of focus, (academic, social and support for parents) have been identified in research as having a positive impact on student outcomes.

Le Grand Union Elementary School's minimum proportionality percentage for 2019-20 is 29.09%. Although many services are similar to those in the prior plan the District has quantitatively increased and qualitatively improved services which are principally directed to target students from the previous year in the following ways:

- Implementation of Professional Learning Communities (PLCs)
- Frequent and ongoing classroom visits with feedback provided by the administration with a focus on improving Tier I instruction
- Continued implementation of "Growth Mindset" Curriculum and Professional Development
- School-wide PBIS (Positive Behavior Intervention & Support)

- Ongoing Professional Development in Math instruction
- Google Certification stipends
- CalEd Partners professional development and collaboration

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$960,546

Percentage to Increase or Improve Services

32.31%

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).

Le Grand Union Elementary School District's percentage of unduplicated students is 85.45 and 8.5/10 students are those targeted students of need. Therefore, the district is choosing to use supplemental and concentration funds in a school-wide manner, giving priority for services to unduplicated students. The majority of funds will be directed towards unduplicated students for interventions for ELA, ELD and math through the use of an intervention lab and support staff, as well as through instructional aides at the primary grades for small group instruction. Additionally, funds will be spent on technological devices and teacher training on instructional technologies to ensure equity and access for all students and to prepare them for college and careers. Socially, funds will be used to support families of unduplicated students by a Health Coordinator who will provide social services for students, for PBIS related activities and positive attendance incentives and the addition of cameras to increase students' feelings of safety. (Note: The local context of our rural school and gang activities and violence necessitates this safety equipment.) Finally, parents of unduplicated students will be supported through increased parent involvement activities focused on parent education. These areas of focus, (academic, social and support for parents) have been identified in research as having a positive impact on student outcomes.

Le Grand Union Elementary School's minimum proportionality percentage for 2018-19 is 32.31%. Although many services are similar to those in the prior plan the District has quantitatively increased and qualitatively improved services which are principally directed to target students from the previous year in the following ways:

- Frequent and ongoing classroom visits with feedback provided by administration with a focus on improving Tier I instruction
- Implementation of "Growth Mindset" Curriculum and Professional Development
- School-wide PBIS (Positive Behavior Intervention & Support) revitalization
- Ongoing Professional Development in Math instruction
- Google Certification stipends
- CalEd Partners professional development and collaboration

#### LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$839,873

Percentage to Increase or Improve Services

28.76%

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).

Le Grand Union Elementary School District's percentage of unduplicated students is 83.00 and 8/10 students are those targeted students of need. Therefore, the district is choosing to use supplemental and concentration funds in a school-wide manner, giving priority for services to unduplicated students. The majority of funds will be directed towards unduplicated students for interventions for ELA, ELD and math through the use of an intervention lab and support staff, as well as through instructional aides at the primary grades for small group instruction. Additionally, funds will be spent on technological devices and teacher training on instructional technologies to ensure equity and access for all students and to prepare them for college and careers. Socially, funds will be used to support families of unduplicated students by a Health Coordinator who will provide social services for students, for PBIS related activities and positive attendance incentives and the addition of cameras to increase students' feelings of safety. (Note: The local context of our rural school and gang activities and violence necessitates this safety equipment.) Finally, parents of unduplicated

students will be supported through increased parent involvement activities in school. These areas of focus, (academic, social and support for parents) have been identified in research as having a positive impact on student outcomes.

LeGrand Union Elementary School's minimum proportionality percentage for 2017-18 is 28.76%. Although many services are similar to those in the prior plan the District has quantitatively increased and qualitatively improved services which are principally directed to target students from the previous year in the following ways:

- Provide extra support to students in ELA and ELD with a support teacher and a Lab Instructional Assistant for small group intervention.
- Classroom assistants
- Math Intervention
- Access to mobile chrome book carts after school

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of 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	2,589,127.00	0.00	2,620,800.00	2,589,127.00	2,444,600.00	7,654,527.00
	9,000.00	0.00	8,000.00	9,000.00	9,000.00	26,000.00
Base	1,462,327.00	0.00	1,462,000.00	1,462,327.00	1,510,000.00	4,434,327.00
Federal Funds	14,000.00	0.00	14,000.00	14,000.00	14,000.00	42,000.00
Supplemental	107,500.00	0.00	20,000.00	107,500.00	118,000.00	245,500.00
Supplemental and Concentration	947,300.00	0.00	1,069,800.00	947,300.00	793,600.00	2,810,700.00
Title I	49,000.00	0.00	47,000.00	49,000.00	0.00	96,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,589,127.00	0.00	2,620,800.00	2,589,127.00	2,444,600.00	7,654,527.00
	9,000.00	0.00	8,000.00	9,000.00	9,000.00	26,000.00
1000-1999: Certificated Personnel Salaries	1,763,827.00	0.00	1,829,500.00	1,763,827.00	1,883,600.00	5,476,927.00
2000-2999: Classified Personnel Salaries	347,500.00	0.00	336,900.00	347,500.00	236,000.00	920,400.00
4000-4999: Books And Supplies	296,200.00	0.00	281,500.00	296,200.00	183,000.00	760,700.00
5000-5999: Services And Other Operating Expenditures	75,000.00	0.00	75,000.00	75,000.00	75,000.00	225,000.00
5800: Professional/Consulting Services And Operating Expenditures	97,600.00	0.00	89,900.00	97,600.00	58,000.00	245,500.00

\* 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	2,589,127.00	0.00	2,620,800.00	2,589,127.00	2,444,600.00	7,654,527.00
		9,000.00	0.00	8,000.00	9,000.00	9,000.00	26,000.00
1000-1999: Certificated Personnel Salaries	Base	1,382,327.00	0.00	1,392,000.00	1,382,327.00	1,495,000.00	4,269,327.00
1000-1999: Certificated Personnel Salaries	Federal Funds	14,000.00	0.00	14,000.00	14,000.00	14,000.00	42,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	367,500.00	0.00	423,500.00	367,500.00	374,600.00	1,165,600.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	81,500.00	0.00	8,000.00	81,500.00	85,000.00	174,500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	217,000.00	0.00	281,900.00	217,000.00	151,000.00	649,900.00
2000-2999: Classified Personnel Salaries	Title I	49,000.00	0.00	47,000.00	49,000.00	0.00	96,000.00
4000-4999: Books And Supplies	Base	80,000.00	0.00	70,000.00	80,000.00	15,000.00	165,000.00
4000-4999: Books And Supplies	Supplemental	12,000.00	0.00	12,000.00	12,000.00	12,000.00	36,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	204,200.00	0.00	199,500.00	204,200.00	156,000.00	559,700.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	75,000.00	0.00	75,000.00	75,000.00	75,000.00	225,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	14,000.00	0.00	0.00	14,000.00	21,000.00	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	83,600.00	0.00	89,900.00	83,600.00	37,000.00	210,500.00

\* 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	609,600.00	0.00	582,600.00	609,600.00	392,000.00	1,584,200.00
Goal 2	258,500.00	0.00	252,500.00	258,500.00	201,500.00	712,500.00
Goal 3	266,200.00	0.00	262,300.00	266,200.00	284,500.00	813,000.00
Goal 4	1,454,827.00	0.00	1,523,400.00	1,454,827.00	1,566,600.00	4,544,827.00

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

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

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