2017-20 Plan Summary

The Story

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

Weaver Union School District is a TK-8 District located in Merced, California. The District serves approximately 2800 students in three schools. (Weaver Middle School, Pioneer Elementary School and Farmdale Elementary School) Weaver Union School District also has a State Preschool Program which serves approximately 120 preschool children (ages 3-5). Our demographics reflect the rich diversity of the Central Valley. Weaver students consist of the following ethnicity percentages; Hispanic/Latino- 67%, Asian/Hmong - 14%, White - 10%, African American - 5%, all others > 1%. Eighty-seven percent (87%) of our students qualify for free/reduced meals. Thirty-six percent (36%) of our students are designated as English Learners and approximately twelve percent (12%) are identified as students with disabilities.

LCAP Highlights

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

Community Liaison/Social Worker: This position will support our students and families in the areas of attendance, academics, health and well-being. The individual in this position will also connect our families to outside services to support the specific needs of the student.

ELD Teachers: ELD instruction will be provided by staff specifically trained in ELD instruction.

Site Block Grants: Sites will utilize their block grants to further support positive behavior, attendance and an atmosphere of improved academic progress.

Field Trips: This action has allowed us to spend Supplemental and Concentration funds on educational field trips rather than solicit donations from parents and support groups. Many grade levels will be able to take at least two educational field trips.

Campus Safety Monitors: This action will continue to support student and staff safety. They are actively monitoring all areas of the campus, support activities during lunch time, act as liaison between yard duty staff and administration (6-8), increase security, and help support students with extreme behavior issues.

Behavior Specialist: District will have two (2) positions to support all District staff and students in grades Preschool - 8th.

Additional Chromebooks: We have deployed devices for the entire District and now have a plan to replace outdated devices.

Professional Development: District has provided extensive professional development activities such as ELA, Math and ELD curriculum, instructional technology, Benchmark assessments, Buy Back Days,
District Benchmarks: District will utilize programs such as "Illuminate" and "iReady" in order to help identify students who need additional academic support as well as provide information to staff on overall effectiveness of the academic program.

K-2 intervention Aides: District will continue to employ seven (7) Intervention Aides per site to support intervention programs with a focus literacy.

Increased Support of Athletics/Music: The District has upgraded old equipment, added extra-curricular teams, increased safety for our athletes, given students access to instruments of their choice and completed the purchased Marching Band Uniforms.

Enrichment Sections (6-8): District will continue to provide staffing for additional sections at the Middle School to allow for more options to support student academically as well as support for STEAM curriculum.

History/Social Science Adoption: District will support the adoption with resources as necessary.

Review of Performance

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

Greatest Progress

Based on the California School Dashboard, our Chronic Absenteeism Rate declined from 13.4% to 11.7%. Our overall rate is now below the county rate by 1.1%. This is a direct result of the District's efforts to connect students to co-curricular and extra-curricular activities as well as our increase services in the areas of health services, student safety and home to school communication.

The California School Dashboard also indicated our overall academic achievement in both ELA and Math increased. Our African American Student Group made the greatest progress in both subject areas with a 20.5 point increase in ELA and a 7.9 point increase in Math. Our Socio-Economic Disadvantaged student group also made great progress in ELA with a 5.2 point increase. Our Students with Disabilities student group grew 3.1 points in Math. This progress can be attributed to the fact that the District has increased intervention opportunities for students and have supported Professional Development activities for staff in the areas of ELA and Math.

Our Foster Youth, Students with Disabilities and African American student groups all showed significant progress in Suspension Rate. Each student group declined by at least 5.1% from the previous year. This progress is clearly a result of our work with PBIS and our additional resources in the areas of student health and safety.

For a detailed LCFF Evaluation Rubric identification and indicators please refer to the linked form.
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**

Based on the California School Dashboard, here are our greatest needs:

Suspension Rate District: The District will continue to support the school sites PBIS programs as well as provide Campus Safety Monitors and Behavior Specialists in efforts to reduce the overall suspension rate.

EL Performance Indicator: We will hire additional EL staff for the sole purpose of supporting ELD instruction in each classroom throughout the District. We will also provide specific Professional Development in the area of ELD instruction.

Math All Students: While we showed growth in this academic area, we still identify this as the subject area that needs the most improvement. We will continue to provide 2-period math blocks in grades 6-8 as well as more targeted intervention opportunities for identified students in elementary grades. We will also continue to provide Professional Development to our instructional staff with a greater focus on Mathematics.

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

**Performance Gaps**

Based on the California School Dashboard our Students with Disabilities ELA (Red) performed two levels below All Students. The District is increasing support through additional staffing, additional interventions, increased Professional Development for staff and implementation of a co-teaching model at WMS.

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

**Increased or Improved Services**

District will hire additional ELD staff to support ELD instruction.

Hiring two (2) Behavior Specialists will support students, such as our Foster Youth, with socio-emotional issues that are hindering academics.

District will hire a Community Liaison/Social Worker to provide more support for families.

Providing 1:1 Technology Devices to students in each grade level will allow them full access to the curriculum and educational experience regardless to their socio-economic status, home life and native language.

**Budget Summary**
### DESCRIPTION | AMOUNT
--- | ---
Total General Fund Budget Expenditures for LCAP Year | $33,670,037.
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $7,796,250.

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

The District General Fund Budget will include the following expenditures that are not specified in the LCAP:
- Salaries & Benefits for staff, selected stipend positions and substitutes
- Instructional materials, contracts for professional services, subscriptions, textbooks and curriculum support materials, professional development, personnel costs and support materials
- Repair and maintenance of the school facilities including contracting professional services not performed by District Maintenance and Operations staff (i.e. plumbing/electrical/General Contractors, Architects, Engineers)
- Leases for facilities and equipment
- Overhead costs such as utilities, indirect costs, taxes, contributions to benefits, worker's compensation, insurance, County and City fees and leases
- Transportation costs including fuel, upkeep, repair, maintenance and driver training
- Special Education costs such as Instructional Aides, IEP supplies, staff training, clerical support and Non-Public School Placement, SELPA Costs including special transportation

### DESCRIPTION | AMOUNT
--- | ---
Total Projected LCFF Revenues for LCAP Year | $29,125,179.
Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

A.1 We believe our students deserve an educational experience that includes highly qualified staff, curriculum and instructional materials aligned to State Standards and well maintained, safe and comfortable school facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Inspection Toolkit (F.I.T.) Ratings of &quot;Good&quot; at all three sites</td>
<td>F.I.T Ratings:</td>
</tr>
<tr>
<td></td>
<td>Weaver Middle School = 98% (Good)</td>
</tr>
<tr>
<td></td>
<td>Farmdale Elementary School = 99% (Exemplary)</td>
</tr>
<tr>
<td></td>
<td>Pioneer Elementary School = 97% (Good)</td>
</tr>
</tbody>
</table>
Expected

100% Appropriately assigned and fully credentialed teachers

100% Adoption of State approved curriculum in all Core subjects

100% compliance with Williams Act Mandates and State Reflection Tool results (Option 2) reported to stakeholders (identified as "Met" on CDE Dashboard)

Student access to broad course of study including access for unduplicated pupils and individuals with exceptional needs

Actual

96% appropriately assigned and fully credentialed teachers

156.5 F.T.E.

100% Adoption of State approved curriculum in all Core subjects (History/Social Science Adoption pending)

100% compliance with Williams Act Mandates and State Reflection results reported to stakeholders.

District had zero (0) Williams Act Complaints filed in 2017-18.

All students had access to broad course of study including access for unduplicated pupils and individuals with exceptional needs based on master schedules, lesson plans and frequent observations.

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expendi</th>
</tr>
</thead>
</table>

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Provide (2.0) Academic Coaches at sites to support teacher training and implementation of Common Core, ELA/ELD adoption, Intervention Programs and Next Generation Science Standards.

District provided 2.0 Academic Coaches at each school site. They supported classroom instruction of Common Core, ELD and Intervention Programs as well as coordinating district benchmark assessment and reporting. They also supported teachers in the area of Next Generation Science Standards, STEM Activities, and literacy across the curriculum.

$704,000 Supplemental & Concentration Salaries and Benefits

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source: Supplemental &amp; Concentration Budget Reference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) $445,998</td>
<td>A) Certificated Salaries</td>
</tr>
<tr>
<td>B) $144,531</td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>
Maintain 24:1 class sizes in grades TK-3 by providing staffing (11 FTE), classrooms and instructional materials as necessary for enrollment. We were able to maintain 24:1 class size ratio in grades TK-3. First Grade enrollment at Farmdale averaged approximately 25 students, however First Grade at Pioneer averaged approximately 22 students, thus making the District average for First Grade below the 24:1 ratio. We also added an additional Transitional Kindergarten teacher this year due to our increased numbers.

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
|          | Work with Collective Bargaining Units to Maintain competitive compensation/benefits for all employees and tie additional compensation to additional services to students as well as professional development days and hourly stipends for staff. | We negotiated a 2.5% salary increase to both bargaining units and increased the hourly rate for certificated staff for specific services to unduplicated student groups including RTI interventions, tutorials, clubs and intersessions. | $ 475,000 LCFF Base and Supplemental & Concentration Grant Salaries, Benefits and Stipends | Amount:  
A) $ 536,501.  
B) $ 151,983.  
Source: LCFF Base, Supplemental and Concentration Grant  
Budget Reference:  
A) Certificate and Classified Salaries  
B) Benefits |
### Action 4

**Planned Actions/Services**
Ensure all students have access to the core curriculum through staffing, lesson plans, student schedules, frequent classroom observations and grade level/subject area planning.

**Actual Actions/Services**
We can confirm that all students had access to the core curriculum based on staffing, lesson plan review, master schedule review, collaboration meetings and frequent classroom observations.

**Budgeted Expenditures**
- $10,000
  - LCFF Base
  - Instructional Materials, release time

**Estimated Actual Expenditure**
$0

### Action 5

**Planned Actions/Services**
Increase classroom instructional material budgets by additional $50 per teacher/classroom.

**Actual Actions/Services**
We increased each teacher's instructional material budget by $50. Teachers had an Instructional Materials budget of $450/each.

**Budgeted Expenditures**
- $7,500
  - Supplemental & Concentration
  - Instructional Materials

**Estimated Actual Expenditure**
Amount:
A) $22,950.
B) $45,900.
Source: Supplemental and Concentration / Unrestricted Lottery
Budget Reference:
A) Supplies
B) Supplies
Update and maintain school sites by funding projects and activities on an approved prioritized facilities projects list.

The Board approved our Facility Needs list at the April Board meeting and funds were set aside for the approximate cost of each item on the list.

$980,000
LCFF Base, Fund 40 and Fund 25
Facilities, Equipment and services

Amount:
A) $312,784.
Source: Base, Fund 40
Budget Reference:
A) Capital Outlay

### Action 7

#### Planned Actions/Services

Provide resources for participation in the mandated BTSA/TIP and Admin KEYS programs for all first and second year teachers/administrators in the district in order to clear their credentials.

#### Actual Actions/Services

The District provided these resources for certificated staff members who were eligible and/or required to participate in the stated programs.

#### Budgeted Expenditures

$22,000
Educator Effectiveness Grant
Salaries and Benefits, stipends

#### Estimated Actual Expenditures

Amount:
A) $25,323.
B) $5,721.
Source: Educator Effectiveness Grant
Budget Reference:
A) Certificated Salaries
B) Benefits
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 measurement data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of these actions and services was instrumental and effective in achieving the goal by supporting Professional Development and the implementation of the Core Curriculum for all students. Over 150 teachers participated in at least 4 separate Professional Development activities. The actions also helped to improve the quality of the facilities, thus making them safe and comfortable for staff and students. We repaired roof leaks, walkways and replaced carpets in classrooms. We also upgraded our security gates at Weaver Middle School. The District continues to support employees through a highly competitive compensation program that places our new teachers salary as the highest salary in Merced County. We were also able to utilize Supplemental and Concentration Funds to increase District Stipends and Hourly rates which increased services such as tutoring, homework support and access to clubs and activities to our Unduplicated and Foster Youth students. Teachers and administrators were very excited with the increase funding for classroom instructional materials.

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

Overall we had 100% of our staff attend at least four (4) professional development activities and had another year of 100% compliance with William Act Mandates. Our facilities maintained their "Good" F.I.T. rating for the fifth year in a row. Our only measurable objective that fell short of the target was our percentage of fully credentialed and appropriately assigned teachers. That number was shy of our 100% goal, but only by 4%. This is partially due to the current teacher shortage in California.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference in Action #1 was due to an over estimate of step and column increases. There was a material difference in Action #2 between the anticipated cost of maintaining 24:1 class sizes due to the need for classroom space. The cost of portable lease and furnishings for additional classrooms was much higher than expected. Material differences in Action #3 resulted based on the negotiated salary increase with Classified and Certificated Bargaining Units. We did not need any funding for Action #4 in order to complete that action. There was a material difference in Action
related to the Instructional Material budget increase because the amount entered in one column was in error as it only included the $50 increase per teacher and not the total amount per teacher from Supplemental & Concentration Grant Funds. The difference in Action #6 was based on projects being carried over to the next fiscal year and/or the District contributing funds to Fund 40 for future capital projects. Action #7 required more resources due to the participation in the mandated TIP and Admin KEYES programs.

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.

District will hire appropriately to maintain 24:1 class size ratio at grades K - 3. Due to an increase in identified Students With Disabilities, we will also hire appropriate Special Education Staff to satisfy case load mandates.

We will also continue to provide funding for facility upkeep and improvement. We will attempt to hire fully credentialed teachers by attending job fairs and advertising early for vacancies. We will also create a budget for Furniture repair/replacement for each site in order to maintain adequate facilities for students.
## Goal 2

B.1 We believe our students should advance academically at least one grade-level each year in all core subject areas.

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

**State Priorities:** 4, 8

**Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP ELA Results:</td>
<td>CAASPP ELA Results:</td>
</tr>
<tr>
<td>All Students 41.4 below CP</td>
<td>All Students 40.3 below CP</td>
</tr>
<tr>
<td>English Lerners 43.4 below CP</td>
<td>English Lerners 47.6 below CP</td>
</tr>
<tr>
<td>SED: 47 below CP</td>
<td>SED: 46.8 below CP</td>
</tr>
<tr>
<td>Students With Disabilities: 129.2 below CP</td>
<td>Students With Disabilities: 132 below CP</td>
</tr>
<tr>
<td>African American: 77.7 below CP</td>
<td>African American: 62.3 below CP</td>
</tr>
<tr>
<td>Asian: 19.6 below CP</td>
<td>Asian: 21.7 below CP</td>
</tr>
<tr>
<td>Hispanic: 45.4 below CP</td>
<td>Hispanic: 44.8 below CP</td>
</tr>
<tr>
<td>White: 30.2 below CP</td>
<td>White: 27 below CP</td>
</tr>
</tbody>
</table>
Expected

CAASPP Math Results:
All Students 47 below CP
English Learners 54.1 below CP
SED: 52.8 below CP
Students With Disabilities: 151 below CP
African American: 87.7 below CP
Asian: 21.4 below CP
Hispanic: 52.7 below CP
White: 32.6 below CP

EL Progress Indicator:
Status - Medium 70%

8th Grade Graduation Rate 95%

Actual

CAASPP Math Results:
All Students 50.3 below CP
English Learners 59.4 below CP
SED: 56 below CP
Students With Disabilities: 152.9 below CP
African American: 84.8 below CP
Asian: 25.5 below CP
Hispanic: 56.5 below CP
White: 32.4 below CP

EL Progress Indicator:
Status - Medium 73.5%

8th Grade Graduation Rate 95%

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.

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</table>

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Provide a variety of Professional Development activities including: Professional Development and coaching in the areas of Common Core and Instructional Technology.

District provided a variety of PD activities including two District PD Days held in October and February. The District also supported staff attendance at various conferences throughout the year.

$175,000
Title I
Salaries and benefits, Services and other operating expenditures

Amount:
A) $61,410.
B) $11,195.
C) $15,575.

Source: Title I
Budget Reference:
A) Certificated Salaries
B) Benefits
C) Services and Other Operations

Action 2
Planned Actions/Services

Action 3
Planned Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Amount:
A) $75,337.
B) $10,225.
C) $88,373.

Source: Title I, Educator Effectiveness, and Supplemental and Concentration
Budget Reference
A) Certificated Salaries
B) Benefits
C) Services and Other Operations
The District was able to provide Professional Development in the areas of History/Social Science Adoption, Next Generation Science Standards (NGSS), Math/CPM Curriculum in order to support adoption and implementation of new and current curriculum.

### Action 4

**Planned Actions/Services**

Provide staffing (additional 2.0 FTE) for 2-period Math sections in Grades (6-8) and release time (4-8) to develop MARS tasks and plan CPM activities to support EL and SED students.

**Actual Actions/Services**

We provided staffing to support 2-period Math sections at Weaver Middle School. Release time at Grades (4-8) was not utilized this year to focus on MARS tasks and to plan CPM activities to support EL and SED students.

**Budgeted Expenditures**

$257,000

**Estimated Actual Expenditure**

Amount:
A) $162,477.
B) $39,181.

Source: Supplemental and Concentration

Budget Reference:
A) Certificated Salaries
B) Benefits

### Action 5

**Planned Actions/Services**

Provide Professional Development in the areas of History/Social Science Adoption, Next Generation Science Standards (NGSS), Math/CPM Curriculum in order to support adoption and implementation of new and current curriculum.

**Actual Actions/Services**

$0

See amounts in Actions 1 & 2 Supplemental and Concentration, Title I, Educator Effectiveness Grant Cost of providing Professional Development activities

**Budgeted Expenditures**

$0

**Estimated Actual Expenditure**
Ensure that students have access to 1:1 technology devices and that they are being utilized for instruction as well as assessment. Provide additional technology devices/equipment/infrastructure and technical support to enable CAASPP Testing and increase student proficiency on devices. This includes hiring an additional Computer Technician.

Our District is now a complete 1:1 technology device environment. We also developed a Technology Replacement Plan which we have implemented this year. We hired our third Computer Technician as well.

$ 260,000
LCFF Base and Supplemental & Concentration Books and supplies, salaries and benefits, services and operating expenses

<table>
<thead>
<tr>
<th>Amount</th>
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<tbody>
<tr>
<td>A) $ 377,367</td>
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<tr>
<td>B) $ 130,900</td>
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<tr>
<td>C) $ 37,915</td>
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<tr>
<td>D) $ 18,855.</td>
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</tr>
</tbody>
</table>

Source: Supplemental and Concentration, Title I Budget Reference:
A) Supplies
B) Supplies
C) Classified Salaries
D) Benefits

**Action 6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expendi</th>
</tr>
</thead>
</table>
Hire a Preschool Program Coordinator to support the Preschool Staff in efforts to help our Preschool students readiness for Kindergarten and reduce the retention rate in Grades K-1. We hired a Preschool Program Coordinator this year and she has been busy supporting the staff with tasks such as: *Curriculum Support and Coaching *Implementation and monitoring of required curriculum and frameworks (QRIS, DRDP, ECERS, etc) *Conscious Discipline professional development and monitoring *Conducting parent educational classes *Conducting small group behavioral support classes

$38,000 Supplemental & Concentration Salaries and benefits

Amount: 
A) $40,216. 
B) $14,898. 
Source: Fund 12 
Budget Reference: 
A) Classified Salaries 
B) Benefits

Action 7

Planned Actions/Services

Purchase iReady Program (K-5) in order to administer benchmark assessments and identify students for intervention.

We have been utilizing the iReady Program to identify students for interventions at the K-5 level.

Actual Actions/Services

Budgeted Expenditures

Amount: 
A) $55,200 
Supplemental & Concentration Books and supplies, services 
Source: Supplemental and Concentration 
Budget Reference: 
A) Services and Other Oper...
Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures

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 measure 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.

These actions and services helped our staff with the second year implementation of our ELA/ELD curriculum as well as improving the Instructional Technology skills of our teachers. The District implementation of Benchmark Assessments supported our intervention programs that identified students who needed additional academic support. Our students benefited from additional instructional time with the two-period math sections at Weaver Middle School. Our 1:1 device campaign was supported completing our goal to provide 1:1 devices for the entire District.

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

Our students’ Math scores improved overall and in 8 of the 9 student group areas. Teachers utilized 1:1 devices more often in classrooms and basins on observation and staff feedback, students were more engaged and mastering technology at all grade levels. Students completed CAASPP test in the devices this year with great success.

Based on CAASPP results, we need to focus our attention on our English Learner (EL) and Socioeconomically Disadvantaged (SED) student populations as they are showing the least gains academically. We were very pleased to see that our African American student group made significant gains in both ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action #1 and #2 our Professional Development budget was increased due to one-time Educator Effectiveness Grant Funds thus making it difficult for us to expense our entire allocation. Our challenge was trying to balance Professional Development opportunities without increasing time out of classroom for our teachers. For Action #3 the material differences were a result of a duplicate action in which we identified an estimated budget amount. We could have separated the amount from the duplicated action, but that would not have matched our previous 2016-17 LCAP. Action #4 differences were due to the fact that we didn't utilize release time for staff and didn't purchase as many supplies as anticipated. For Action #5, the
of 1:1 devices was greater than anticipated and we also purchased devices for an additional grade level. However, we utilized "one-time" funding for additional cost of devices. We also had increased expenses due to hiring an additional Technology Assistant. The difference in Action #6 was due to higher step and column placement of our employee. In Action #7, the services provided were above our estimated costs due to additional service needs.

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

We will put a greater focus on Professional Development in Mathematics and ELD. We will support our EL students by hiring additional support staff as well as hiring adequate amount of ELD Teachers. We will also support our technology replacement plan to assure that all students have access to 1:1 devices.
Goal 3

B.2 We believe that our special population student groups will require additional support and resources to give them the opportunity to narrow the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassification of EL Students = 100 students</td>
<td>Reclassification of EL Students = 44 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CELDT Scores:</th>
<th>CELDT Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning - 10%</td>
<td>Beginning - 9%</td>
</tr>
<tr>
<td>Early Intermediate - 14%</td>
<td>Early Intermediate - 32%</td>
</tr>
<tr>
<td>Intermediate - 33%</td>
<td>Intermediate - 33%</td>
</tr>
<tr>
<td>Early Advanced - 32%</td>
<td>Early Advanced - 14%</td>
</tr>
<tr>
<td>Advanced - 11%</td>
<td>Advanced - 11%</td>
</tr>
</tbody>
</table>
### Expected

EL Progress Indicator - 70%

### Actual

EL Progress Indicator - 73.5%

### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>
| Provide intervention programs for grades K-5 through the development of flexible bell schedules and staffing that allows for small group intervention sessions offered daily at the Elementary Schools. | District has provided intervention programs for grades K-5 through the development of flexible bell schedules and staffing, including seven (7) Instructional Aides per site, that allows for small group intervention sessions offered daily at the Elementary Schools. These intervention sessions served from 3 to 10 students regularly at least once per week for each identified student. | $ 465,000 Supplemental & Concentration Salaries and benefits, supplies | Amount:  
A) $ 205,359.  
B) $ 55,194.  
C) $ 31,623.  
D) $ 5,723.  
Source: Supplemental and Concentration  
Budget Reference:  
A) Classified Salaries  
B) Classified Benefits  
C) Certificated Salaries  
D) Certificated Benefits |

---

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>

Page 18 of 44
Provide additional sections at grades 6-8 that allow for creation of a master schedule to include sections for intervention and enrichment programs. (Computer Science and Choir Sections)

We were able to add the Computer Science sections, but were unable to find qualified Choir Teacher. We added an additional Music Section (Zero Period) which allowed students access to academic support as well as enrichment.

<table>
<thead>
<tr>
<th>Action 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td>Provide (2.0) Academic Coaches at all sites to support the classroom teachers with implementation of ELA/ELD adoption, RTI Programs and to help develop and facilitate the assessments to measure student success.</td>
</tr>
</tbody>
</table>

$120,000 Supplemental & Concentration Salaries and benefits, supplies

Amount:
A) $6,391.
B) $1,136.

Source: Supplemental and Concentration
Budget Reference:
A) Certificated Salaries
B) Benefits
<table>
<thead>
<tr>
<th>Action 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
<tr>
<td>Provide ELD/Newcomer sections in Grades 6-8.</td>
<td>District provided staff to offer 10 sections of ELD/Newcomer sections in Grades 6-8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
</tbody>
</table>

Hire additional ELD/Newcomer Teacher (1.5 FTE) to provide ELD Instruction in Grades K - 5 including support for RFEP students to comprehend and use academic language orally and in writing.

We accomplished this goal even though it took us a while to find qualified certificated staff for the 0.5 FTE. (Hired in January)

$115,000
Supplemental & Concentration Salaries and benefits, supplies

Amount:
A) $72,531.
B) $21,007.
Source: Supplemental and Concentration
Budget Reference:
A) Certificated Salaries
B) Benefits
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

**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 meas outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We continued to add support to our special populations this school year with additional staffing and intervention programs. Staffing support include additional instructional aides (from 5 to 7), EL Teachers and a Behavior Specialist. Program support came in the form of Professional Development coaching and mentoring, and reduction of ELD class sizes.

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

While our actions were completed and successful programatically, we did not see the academic achievement increase with our EL population as hoped. Last year our reclassification numbers were inflated due to an adjustment to our policy so this year our numbers appeared to decrease significantly. We will monitor this number over the next few years and look at this year as a "baseline". Our EL Progress indicator has increased by 3.5% over a two-year period. Our Socioeconomically Disadvantaged student group showed moderate gains in ELA (+ 5.2) and Math (+ 1.9).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in Action #1 for salary and benefits was primarily due to unfilled positions and the use of some Title I funding for positions. In Action #2, we linked the expenses to Goal 4 rather than Goal 3. The Action #3 item is a duplicate and therefore the estimated amount is included in Goal 1. Action #4 differences were due to additional staff and material needs for the amount of student to be assessed. In Action #5 the differences here is a simple under estimation of the item. In Action #6, the material difference was due to a late hire of the half-time position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
We will increase our ELD FTE to attempt to better serve our EL students. Our emphasis on Professional Development in Mathematics and ELD will support academic achievement throughout the District. Additional Title I funds will be allocated to sites to support their academic programs.
Goal 4

B.3 We believe all students should be academically and socio-emotionally ready for high school-level curriculum and activities by the time they graduate from 8th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rate - 13.4%</td>
<td>Chronic Absenteeism Rate - 11.7%</td>
</tr>
<tr>
<td>School Attendance Rates (ADA) - 95%</td>
<td>School Attendance Rates (ADA) - currently 95.36%</td>
</tr>
<tr>
<td>Middle School Dropout = less than 2 students</td>
<td>Middle School Dropout = 2 students</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>
| Support extra-curricular activities that encourage socio-emotional growth and preparation for high school activities such as Drama, Band, Choir, Athletics, Yearbook, Student Council, Academic Pentathlon and Camp Green Meadows. | The District provided financial support for extra-curricular and co-curricular activities including the addition of a Cross Country Team, Girl’s Soccer Team and JV Softball and Baseball Team. Our Band program (4-8) was able to purchase additional musical instruments so that all students were able to participate and play the instrument of their choice. | $130,000 Supplemental & Concentration Books and supplies, salaries and benefits, stipends | Amount: 
A) $119,369.  
B) $3,895.  
C) $2,609.  
D) $104,622.  
E) $20,337.  
Source: Supplemental and Concentration - Base Budget Source:  
A) Certificated Salaries  
B) Classified Salaries  
C) Benefits  
D) Supplies  
E) Services |

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>
Provide additional Counseling services to Foster Youth students and families, including transitional support at least once per trimester.

We provided intake counseling, offer weekly group counseling, and individual counseling as needed. We also provided outreach to the Foster Youth Families and provided a packet of resources and materials to review with the student so the parents can support and continue utilization of the skill strategies in the home. Skills/lessons varied by group, but in general -recognizing strong emotions, strategies to self-regulate/cope, appropriate communication of those feelings to others, in addition to identifying sources of support, getting along with others, making positive choices, and strategies to cope with change.

$2,200
Supplemental & Concentration Salaries and benefits
$0

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
</table>
Support Library Media Services at all school sites by staffing each school library with one Certificated and one Classified employee as well as providing funding as necessary for materials and supplies with an emphasis on STEAM/STEM materials

Each school was given an additional budget amount for STEM/STEAM activities. Most sites utilized the funds to improve their "Maker Spaces" and "Coding/Robotics" supplies.

$117,000
LCFF Base, Supplemental & Concentration Salaries and benefits, supplies and materials

Amount:
A) $65,436.
B) $18,884.
Source: Supplemental and Concentration Budget Reference:
A) Classified Salaries
B) Benefits

### Action 4

**Planned Actions/Services**

Provide funding for academic field trips at each grade level. ($25/students K-5, $40/students 6-8)

**Actual Actions/Services**

The increase of funds set aside for middle school students allowed for these grade levels to take the students on more significant field trip experiences. Funding at the K-5 level allowed most grade levels to take at least 2 field trips this year.

$82,000
Supplemental & Concentration Services and operating expenditures

Amount:
A) $59,313.
Source: Supplemental and Concentration Budget Reference
A) Services

### Action 5

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expendi**
Provide 1:1 technology devices for Grades 1 - 8 (including replacement devices) as well as support staffing to enable students additional access to the curriculum and to prepare our students for high school as our students feed into a high school district that is providing 1:1 technology devices to all students.

| $ 245,000 |
| Supplemental & Concentration, Title I |
| Books and supplies, services, salaries and benefits |

| Amount: |
| A) $ 508,267. |
| Source: Supplemental and Concentration, Title I |

Budget Reference:

A) Supplies
Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures
---|---|---|---

**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 meas 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.

This goal is probably the most successful goal for the year. We successfully provided 1:1 devices for every student in the District. Our students benefited from the increased field trip funds which allowed many grade levels to participate in more than one outing. Funding for STEM/STEAM activities supported clubs and co-curricular activities such as Coding, Maker Spaces, Robotics and student media activities. Our Athletic Teams benefited from the increases to their budgets and we were able to add a few teams in the process. Elementary and Middle School Band and Middle School Color Guard also were able to replace and repair instruments and equipment. Students were provided with new instruments and did not have an instrument based on availability.

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

We saw an increase in student participation which correlated over to increases in student's positive behaviors and decreases in suspensions and expulsions. Our new Girl's Soccer Team went undefeated. Farmdale students created a monthly "Fox News Report" and our Middle School Students are producing "Wildcat Times" news media.

Maker Spaces are very popular and our participation in clubs continues to be very strong. We continued to provide new instruments at the Elementary and Middle School level, thus allowing students to select the instrument of their choice rather than having to play what was available and in working condition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in regards to Action #1 were based on an additional one-time expenditure for Band equipment and the addition of three extracurricular sports teams as well as an increase to salaries and stipends due to negotiations. We did not need additional funds for completion of Act #2. Differences in Action #3 were based on the fact that our STEM/STEAM initiative was more of a planning year than an implementation year and
funding will be utilized in the 2018-19 school year. Our estimated budget for Field Trips in Action #4 was less based on the actual expenses. Our material difference in Action #5 was due to the fact that we purchased 1:1 devices for an additional grade level and based on increased salaries due to negotiations.

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

We will implement our Device Replacement Plan to make sure that we provide updated and functional 1:1 devices for all students as well as provide devices for families to take home at no cost. We will continue to support our extra and co-curricular activities.
Goal 5

C.1 We believe that when students feel safe and connected to school, they will attend regularly and progress academically.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

Suspension Rates - Status: High 6.0%
Change: Declined Significantly - 4.4%

CHKS Student Survey Results:
Grade 5: Connectedness = 66% / Feeling Safe = 85%
Grade 7: Connectedness = 36% / Feeling Safe = 48%

Expulsion Rates = 0.4

Actual

Suspension Rates - Status: Very High 8.3%

CHKS Student Survey Results:
Grade 5: Connectedness = 66% / Feeling Safe = 85%
Grade 7: Connectedness = 36% / Feeling Safe = 48%

Expulsion Rates = 0.19
Expected

CHKS Staff Results:
46% Strongly Agree that schools are a "safe place for students"
59% Strongly Agree that school is "supportive and inviting"

Parent Survey Results:
School to Home Communication = 70% positive
Academic Program = 90% positive
School Connectedness = 70% positive
School Safety = 77% positive

Actual

CHKS Staff Results:
46% Strongly Agree that schools are a "safe place for students"
59% Strongly Agree that school is "supportive and inviting"

Parent Survey Results:
School to Home Communication = 87% positive
Academic Program = 88% positive
School Connectedness = 91% positive
School Safety = 83% positive

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expendi</th>
</tr>
</thead>
</table>

Page 32 of 44
Provide adult yard supervision positions at all sites with a ratio of 100 students to 1 adult (100:1). Positions will not exceed 1.75 hrs/day.

District provided adult yard supervision positions at all sites with a ratio of 100 students to 1 adult (100:1). District also spent time and resources training yard supervision staff on a variety of techniques and strategies to support safety.

**$153,200**

**LCFF Base Salaries**

**Amount:**

A) $214,936.

B) $53,333.

**Source:** Supplemental and Concentration

A) Classified Salaries

B) Benefits

### Action 2

**Planned Actions/Services**

Provide each campus with a Campus Security Monitor. Increase time for each position by additional 30 minutes.

**Actual Actions/Services**

We increased the Campus Security Monitors times by 30 minutes which allowed them to help during drop off and pick up times as well as after school activities.

**$105,000**

**Supplemental & Concentration Salaries and benefits**

**Amount:**

A) $70,043.

B) $26,614.

**Source:** Supplemental and Concentration

Budget Reference:

A) Classified Salaries

B) Benefits

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expendi**
Provide Medical Assistants to all sites to support student health and well-being (6.5 Hrs. minimum at each school site). There will be a 30 minute increase to each MA. We increased the Medical Assistants work day by an additional 30 minutes at each site. $110,000 Supplemental & Concentration Salaries and benefits

Amount:
A) $73,263.
B) $23,950.
Source: Supplemental and Concentration
Budget Reference:
A) Classified Salaries
B) Benefits

**Action 4**

**Planned Actions/Services**
Maintain surveillance cameras, safety signage and alarm systems at all three school sites. Install additional cameras at Farmdale Elementary School.

**Actual Actions/Services**
We maintained our surveillance cameras at all sites and installed additional cameras at Farmdale Elementary School. We also replaced the old cameras at Farmdale so that all cameras are now higher quality. The campus is covered by cameras now.

**Budgeted Expenditures**
$20,700 LCFF Base Supplies, services and operating expenses

**Estimated Actual Expenditure**
Amount:
A) $50,736.
Source: Base - Fund-40
Budget Reference:
A) Equipment

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditure**
Allocate site block grants to fund positive school climate services and activities as well as attendance incentive programs such as: PBIS, assemblies, academic achievement and perfect attendance awards.

Site administrators utilized their site block grants for services and activities such as; PBIS program, awards assemblies, academic achievement and perfect attendance awards.

$36,000 Supplemental & Concentration Books and supplies, services and operating expenses

Amount:
A) $36,000.

Source: Supplemental and Concentration

Budget Reference:
A) Supplies and Services

**Action 6**

**Planned Actions/Services**

Provide Behavior Specialist(s) to work with all school sites to provide support for students with behavioral issues that impede learning.

**Actual Actions/Services**

We hired two behavior specialists mid-year. Only one remains employed with the District currently, but we are looking to hire a second behavior specialist. The behavior specialists have supported at least 30 students this year.

$65,000 Supplemental & Concentration Salaries and benefits, supplies

Amount:
A) $52,377.
B) $17,278.

Source: Supplemental and Concentration

Budget Reference:
A) Classified Salaries
B) Benefits

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expendi**
Provide alternative educational settings and staffing for "at-risk" students due to behavioral and socio-emotional issues.

The District has provided alternative educational settings and staffing for "at-risk" students due to behavioral and socio-emotional issues. Each school has an Alternative Academic Placement rooms. Farmdale has even developed a "Student Support Center" and have staffed it with an additional 3.0 hour Campus Safety Monitor.

$98,000
Supplemental & Concentration, Fund 25 and Fund 40
Salaries and benefits, books and supplies, capital outlay

Amount:
A) $26,558.
B) $7,745.
C) $3,000
Source: Title I / Supplemental Concentration
Budget Reference:
A) Classified Salaries
B) Benefits
C) Supplies
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 measures outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District has provided alternative educational settings and staffing for "at-risk" students due to behavioral and socio-emotional issues. Farmdale even developed a "Student Support Center" and have staffed it with an additional 3.0 hour Campus Safety Monitor. We maintained our surveillance cameras at all sites and installed additional cameras at Farmdale Elementary School. We also replaced the old cameras at Farmdale so that all cameras are now higher quality. Site Principals utilized their Block Grants to support their positive behavior campaigns and allow them to free up restricted funds for other appropriate uses.

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

We remain adequately staffed in the areas of student health and safety. Additional time has been added to Medical Aides and Campus Safety Monitor positions. We hired two behavior specialists mid-year. Only one remains employed with the District currently. The behavior specialists have supported adequate staffing for all students this year. The District has provided alternative educational settings and staffing for "at-risk" students due to behavioral and socio-emotional issues. Farmdale has even developed a "Student Support Center" and have staffed it with an additional 3.0 hour Campus Safety Monitor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in Action #1 were based on the increase to salaries as well as additional hours paid for trainings. For Action #3, we overestimated the salary and benefit amounts by 11%. In Action #4, we had to upgrade all surveillance cameras at Farmdale Elementary School, which was unanticipated. In Action #7 we under-budgeted for supplies.

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

We will hire a Community Liaison/Social Worker to support our families with academic and non-academic needs. We will hire additional adult yard supervision positions to act as "Crossing Guards" for all three school sites. We will install additional cameras at Pioneer Elementary as necessary coverage as well as installing safety lighting throughout the District. We will support the implementation of our District Emergency Response Plan based on the recommendations that come from committee work. We will increase the Site Block Grant allocation to each site from $12,000 to $14 dollars per site.
Goal 6

C.2 We believe that strong and effective communication between school and home increases meaningful parent involvement and enhances the success of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Family and Community Events

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family/Community Events - 8 events per school site</td>
<td>Family/Community Events:</td>
</tr>
<tr>
<td></td>
<td>Weaver Middle School - 11</td>
</tr>
<tr>
<td></td>
<td>Pioneer Elementary School - 8</td>
</tr>
<tr>
<td></td>
<td>Farmdale Elementary School - 13</td>
</tr>
<tr>
<td>Parent Participation in programs for unduplicated pupils and individuals with exceptional needs:</td>
<td>Baseline % for parent participation for unduplicated pupils and individuals with exceptional needs:</td>
</tr>
<tr>
<td></td>
<td>Weaver Middle School - 87%</td>
</tr>
<tr>
<td></td>
<td>Pioneer Elementary School - 84%</td>
</tr>
<tr>
<td></td>
<td>Farmdale Elementary School - 94%</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expendi</th>
</tr>
</thead>
</table>
| Provide translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English speaking parents connection to school. | We have provided translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English speaking parents connection to school. | $6,500 Supplemental & Concentration Salaries and Benefits, stipends | Amount:  
A) $3,500.  
B) $1,020.  
Source: Supplemental and Concentration / Title I Budget Reference:  
A) Classified Salaries  
B) Benefits |

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expendi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide resources and supplies, including postage, for family/community events in efforts to promote parent participation for unduplicated pupils and special needs subgroups.

We have provided resources and supplies, including postage, for family/community events in efforts to promote parent participation for unduplicated pupils and special needs subgroups.

$18,700
Supplemental & Concentration Supplies, services and operating expenditures

Amount:
A) $5,698.
Source: Base / Supplemental Concentration
Budget Reference:
A) Services and Supplies

Action 3

Planned Actions/Services

Maintain social media sites, Aeries.net program, IES Subscription (WUSD Websites), ParentSquare notification system, "Illuminate" software program as well as other websites and software to connect with our school community and seek parent input in decision-making.

Actual Actions/Services

We have maintained social media sites, Aeries.net program, IES Subscription (WUSD Websites), ParentSquare notification system, "Illuminate" software program as well as other websites and software to connect with our school community and seek parent input in decision-making. Our social media presence has increased this year to include special programs within the district such as our Food Services, Drama Program and Booster Clubs.

Budgeted Expenditures

$95,000
Supplemental & Concentration Services and operating expenditures

Estimated Actual Expenditures

Amount:
A) $28,500.
Source: Supplemental and Concentration
Budget Reference:
A) Services
## Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire a District Receptionist (4 Hrs/Day; 185 Days) to support parent/community communication.</td>
<td>District has hired a Receptionist to support parent/community communication.</td>
<td>$26,500 Supplemental &amp; Concentration Salaries and benefits</td>
<td>Amount:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A) $15,848.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B) $2,535.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Source: Supplemental and Concentration Budget Reference:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>
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 meas outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We have provided translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English spea parents connection to school. We have provided resources and supplies, including postage, for family/community events in efforts to promote participation for unduplicated pupils and special needs subgroups. We have maintained social media sites and other software programs to connect with our school community and seek parent input in decision-making. Our social media presence has increased this year to include special programs within the district such as our Food Services, Drama Program and Booster Clubs.

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

Parent communication continues to expand and improve. We have increased our parent participation at every site and particularly for parents of our unduplicated pupils. We have hosted more community events and individual student centered events such as IEP's and SST's. Our social media communication systems have been refined and continue to reach more households each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our expenses for Action #1 were under budget, but that was due to actual needs. We simply didn't need as many translations as we had anticipated. Action #2 the material difference is due to the fact that our sites did not require the amount of supplies we had anticipated. Action # 3 material differences were due to the fact that we paid for a 3-year subscription to Illuminate Software in 2016-17 and didn't have the expense in the 2017-18 school year. Our material difference in Action #4 was based on step and column placement and an over-estimation of hours to be worked.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
We have developed a "Local Dashboard" that further defines the CDE Local Measures. This software program will enhance communication with stakeholders and be available for view on our Website. We will create an incentive for sites to increase the amount of parent survey responses. We also hire a bilingual District Community Liaison to support our families who need additional support. All other actions will continue and will see an increase to budgeted amount.
Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

We share our six (6) District-wide goals and our updated data utilizing our locally created Metrics Scorecards with parents, staff, bargaining units and administration. This year we will also utilize the California Accountability Dashboard and our own "Local Dashboard" as communication tools. We conduct annual needs assessments in the form of annual surveys and meetings that include data review, guided questions and discussion.

The LCAP is refined through a series of meetings with the district Administrative Team. The Superintendent holds community stakeholder meeting every school site each year between March and May, as well as meeting with collective bargaining units during the Spring Semester. In addition, the LCAP is reviewed by each school site at Staff Meetings and School Site Council Meetings at least once during the school year. The district also participates in the California Healthy Kid Survey once every two years. Our Parent Survey is distributed in two languages in the month of May. Our annual Parent survey was completed by over 15% of our families (426).

Here are the stakeholder meeting dates for the current year:
District Administrative Team (1/5/17, 1/19/17, 3/16/17 and 5/4/18)
School Site Council (9/19/17 WMS, 9/19/17 Pioneer, 5/8/18 Farmdale)
School Staff Meetings ( 4/16/18 WMS, 4/18/18 Pioneer, 3/21/18 Farmdale)
Students (5/8/18 WMS ASB)
Community/Parent Meetings (5/10/18 Pioneer, 5/7/18 Farmdale, 5/8/18 WMS)
Collective Bargaining Units ( 4/16/18)
School Board Meetings (5/9/18, 6/13/18, 6/27/18)

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?

This year the stakeholders had a significant impact on the LCAP. The feedback provided allowed us to increase services or provide funding for:

* Community Liaison/Social Worker
* Additional Special Education RSP Teacher
* ELD/Newcomer Teachers at all sites
* Incentives for sites to increase parent participation in annual survey
* Continued enrichment sections in grades 6-8
* District Behavior Specialists
* Increased Professional Development in Math and ELD
* Funding for Device Replacement Plan
* Crossing Guard positions at all three sites
* Additional Instructional Aides (K-5)
* Support for District and Site Emergency Preparedness Plans
* Continued support for Facility Needs and Future Growth
* Support for History/Social Science Adoption
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 1

A.1 We believe our students deserve an educational experience that includes highly qualified staff, curriculum and instructional materials aligned to State Standards, and well maintained, safe and comfortable school facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

We want our students to have access to the best when it comes to staff, curriculum and facilities.

Expected Annual Measureable Outcomes
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIT Ratings of &quot;Good&quot; at each school site</td>
<td>FIT Ratings of &quot;Good&quot; at each school site</td>
<td>N/A</td>
<td>Maintain FIT Ratings of &quot;Good&quot; at each school site</td>
<td>Maintain FIT Ratings of &quot;Good&quot; at each school site</td>
</tr>
<tr>
<td>100% Appropriately assigned and fully credentialed teachers</td>
<td>98% Appropriately assigned and fully credentialed teachers</td>
<td>N/A</td>
<td>100% Appropriately assigned and fully credentialed teachers</td>
<td>100% Appropriately assigned and fully credentialed teachers</td>
</tr>
<tr>
<td>100% Adoption of State adopted curriculum in all Core subjects</td>
<td>100% Adoption of State adopted curriculum in all Core subjects</td>
<td>N/A</td>
<td>100% Adoption of State adopted curriculum in all Core subjects</td>
<td>100% Adoption of State adopted curriculum in all Core subjects</td>
</tr>
<tr>
<td>100% compliance with Williams Act Mandates and State Reflection Tool results (Option 2) reported to stakeholders (identified as &quot;Met&quot; on CDE Dashboard)</td>
<td>100% compliance with Williams Act Mandates and State Reflection Tool results (Option 2) reported to stakeholders (identified as &quot;Met&quot; on CDE Dashboard)</td>
<td>N/A</td>
<td>100% compliance with Williams Act Mandates and State Reflection Tool results (Option 2) reported to stakeholders (identified as &quot;Met&quot; on CDE Dashboard)</td>
<td>100% compliance with Williams Act Mandates and State Reflection Tool results (Option 2) reported to stakeholders (identified as &quot;Met&quot; on CDE Dashboard)</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
Provide (2.0) Academic Coaches at sites to support teacher training, mentoring and implementation of Common Core, Mathematics, Intervention Programs, History/Social Science adoption and Next Generation Science Standards.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 604,549. B) 161,914.</td>
<td>A) 604,549. B) 161,914.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Certificated Salaries B) Benefits</td>
<td>A) Certificated Salaries B) Benefits</td>
</tr>
</tbody>
</table>

**Action #2**

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

**Students to be Served**

All Students

**Location(s)**

Specific Grade spans, TK - 3rd
OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

- New

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

- Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

- Maintain 24:1 class sizes in grades TK-3 by providing staffing (12 FTE), classrooms and instructional materials as necessary for enrollment.

**2019-20 Actions/Services**

- Maintain 24:1 class sizes in grades TK-3 by providing staffing (12 FTE), classrooms and instructional materials as necessary for enrollment.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 885,181.</td>
<td>A) 885,181.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 255,222.</td>
<td>B) 255,222.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 1,000.</td>
<td>C) 1,000.</td>
</tr>
</tbody>
</table>

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### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
</table>
2017-18 Actions/Services
N/A

2018-19 Actions/Services
Ensure all students have access to the core curriculum through staffing, lesson plans, student schedules, frequent classroom observations and grade level/subject area planning.

2019-20 Actions/Services
Ensure all students have access to the core curriculum through staffing, lesson plans, student schedules, frequent classroom observations and grade level/subject area planning.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 17,000. B) 3,740.</td>
<td>A) 17,000. B) 3,740.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Certificated Salaries (Substitutes) B) Benefits</td>
<td>A) Certificated Salaries (Substitutes) B) Benefits</td>
</tr>
</tbody>
</table>

Action #4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)
All Students

All Schools

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Update and maintain school sites by funding projects and activities on an approved prioritized facilities projects list as well as providing an appropriate Maintenance and Operations budget.</td>
<td>Update and maintain school sites by funding projects and activities on an approved prioritized facilities projects list as well as providing an appropriate Maintenance and Operations budget.</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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
### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Provide resources for participation in the mandated BTSA/TIP and Admin KEYS programs for all first and second year teachers/administrators in the district in order to clear their credentials.

### 2019-20 Actions/Services

Provide resources for participation in the mandated BTSA/TIP and Admin KEYS programs for all first and second year teachers/administrators in the district in order to clear their credentials.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 25,800.</td>
<td>A) 25,800.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 5,822.</td>
<td>B) 5,822.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 10,000</td>
<td>C) 10,000</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Salaries</td>
<td>A) Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Services</td>
<td>C) Services</td>
</tr>
</tbody>
</table>

### Action #6

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

Page 10 of 75
Students to be Served | Location(s)  
---|---  
All Students | All Schools

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td></td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Provide classroom instructional material budget for each classroom/teacher in the District. ($450/teacher)</td>
<td>Provide classroom instructional material budget for each classroom/teacher in the District. ($450/teacher)</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 33,250</td>
<td>A) 33,250</td>
</tr>
<tr>
<td>--------------</td>
<td>-----</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental and Concentration/Unrestricted Lottery</td>
<td>Supplemental and Concentration/Unrestricted Lottery</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Supplies</td>
<td>A) Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Supplies</td>
<td>B) Supplies</td>
</tr>
</tbody>
</table>
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

B.1 We believe our students should advance academically at least one grade-level each year in all core subject areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

Students in all student groups should improve academically each year and should stay on track to be promoted to 9th grade.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Page 13 of 75
<table>
<thead>
<tr>
<th>Category</th>
<th>All Students 41.4 below CP</th>
<th>English Learners 43.4 below CP</th>
<th>SED: 47 below CP</th>
<th>Students With Disabilities: 129.2 below CP</th>
<th>African American: 77.7 below CP</th>
<th>Asian: 19.6 below CP</th>
<th>Hispanic: 45.4 below CP</th>
<th>White: 30.2 below CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP ELA Results:</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td></td>
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</tr>
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<td>----------------------------------------</td>
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<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP Math Results:</td>
<td>CAASPP Math Results:</td>
<td>N/A</td>
<td>CAASPP Math Results:</td>
<td>CAASPP Math Results:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students 50.3 below CP</td>
<td>All Students 50.3 below CP</td>
<td></td>
<td>All Students 48 below CP</td>
<td>All Students 46 below CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners 59.4 below CP</td>
<td>English Learners 59.4 below CP</td>
<td></td>
<td>English Learners 57 below CP</td>
<td>English Learners 55 below CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED: 56 below CP</td>
<td>SED: 56 below CP</td>
<td></td>
<td>SED: 54 below CP</td>
<td>SED: 52 below CP</td>
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<tr>
<td>Students With Disabilities: 152.9</td>
<td>Students With Disabilities: 152.9</td>
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<td>Students With Disabilities: 150 below CP</td>
<td>Students With Disabilities: 148 below CP</td>
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<td></td>
</tr>
<tr>
<td>African American: 84.8 below CP</td>
<td>African American: 84.8 below CP</td>
<td></td>
<td>African American: 82 below CP</td>
<td>African American: 80 below CP</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Asian: 25.5 below CP</td>
<td>Asian: 25.5 below CP</td>
<td></td>
<td>Asian: 23 below CP</td>
<td>Asian: 21 below CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic: 56.5 below CP</td>
<td>Hispanic: 56.5 below CP</td>
<td></td>
<td>Hispanic: 54 below CP</td>
<td>Hispanic: 52 below CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White: 32.4 below CP</td>
<td>White: 32.4 below CP</td>
<td></td>
<td>White: 30 below CP</td>
<td>White: 28 below CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL Progress Indicator:</td>
<td>EL Progress Indicator:</td>
<td>N/A</td>
<td>Status - 75%</td>
<td>Status - 77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status - Medium 72%</td>
<td>Status - Medium 72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change - Increased by 2%</td>
<td>Change - Increased by 2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 15 of 75
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade Graduation Rate 95%</td>
<td>8th Grade Graduation</td>
<td>N/A</td>
<td>8th Grade Graduation</td>
<td>8th Grade Graduation I</td>
</tr>
<tr>
<td></td>
<td>Rate 95%</td>
<td></td>
<td>Rate 95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**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**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

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

2018-19 Actions/Services

Provide a variety of Professional Development activities including:
Professional Development and coaching in the areas of ELD, Mathematics, Next
Generation Science Standards (NGSS), History/Social Science, Instructional
Technology.

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

2019-20 Actions/Services

Provide a variety of Professional Development activities including:
Professional Development and coaching in the areas of ELD, Mathematics, Next
Generation Science Standards (NGSS), History/Social Science, Instructional
Technology.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 62,040.</td>
<td>A) 62,040.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 11,954.</td>
<td>B) 11,954.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 16,100.</td>
<td>C) 16,100.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Title I</td>
<td>Title I</td>
</tr>
</tbody>
</table>

Page 17 of 75
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Salaries</td>
<td>A) Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Services</td>
<td>C) Services</td>
</tr>
</tbody>
</table>

**Action #2**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s):**

N/A

**Actions/Services**

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

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

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

New

Unchanged
### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Provide release time, funding for conferences and collaboration time that allows each teacher in the district to participate in professional development activities. 
(Up to 4 conferences/year and/or 12 days out of the classroom/year)

### 2019-20 Actions/Services

Provide release time, funding for conferences and collaboration time that allows each teacher in the district to participate in professional development activities. 
(Up to 4 conferences/year and/or 12 days out of the classroom/year)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 76,105.</td>
<td>A) 76,105.</td>
</tr>
<tr>
<td>B) 10,240.</td>
<td></td>
<td>B) 10,240.</td>
<td></td>
</tr>
<tr>
<td>C) 100,000.</td>
<td></td>
<td>C) 100,000.</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Title I</td>
<td>Title I</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Certificated Salaries</td>
<td>A) Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Services</td>
<td>C) Services</td>
</tr>
</tbody>
</table>

### Action #3

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

Page 19 of 75
Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide staffing (additional 2.0 FTE) for 2-period Math sections in Grades (6-8) and release time (4-8) to develop MARS tasks and plan CPM activities to support EL, Foster Youth and SED students.

2019-20 Actions/Services

Provide staffing (additional 2.0 FTE) for 2-period Math sections in Grades (6-8) and release time (4-8) to develop MARS tasks and plan CPM activities to support EL, Foster Youth and SED students.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 195,545.</td>
<td>A) 195,545.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 52,918.</td>
<td>B) 52,918.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Certificated Salaries</td>
<td>A) Certificated Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>

**Action #4**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

OR

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s):**

N/A

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

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

New

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Ensure that students have access to 1:1 technology devices and that they are being utilized for instruction as well as assessment.

2019-20 Actions/Services

Ensure that students have access to 1:1 technology devices and that they are being utilized for instruction as well as assessment.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 135,710.</td>
<td>A) 135,710.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 64,352.</td>
<td>B) 64,352.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration / Base</td>
<td>Supplemental &amp; Concentration / Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served | Location(s)  
---|---  
All Students | Specific Grade spans, Preschool  

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

**2017-18 Actions/Services**

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Hire a Preschool Program Coordinator to support the Preschool Staff in efforts to help our Preschool students readiness for Kindergarten and reduce the retention rate in Grades K-1.</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action #6**

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

**Students to be Served**

All Students

**Location(s)**

Specific Grade spans, K - 5

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

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

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

New

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Re-new iReady Program subscription (K-5) and Illuminate Program in order to administer benchmark assessments and identify students for intervention.

2019-20 Actions/Services

Re-new iReady Program subscription (K-5) and Illuminate Program in order to administer benchmark assessments and identify students for intervention.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 72,800.</td>
<td>A) 72,800.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Services</td>
<td>A) Services</td>
</tr>
</tbody>
</table>
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

B.2 We believe that our special population student groups will require additional support and resources to give them the opportunity to narrow the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

Based on assessment data, some of our student groups are not performing as well as others.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassification of EL</td>
<td>Reclassification of EL</td>
<td>N/A</td>
<td>Reclassification of EL</td>
<td>Reclassification of EL</td>
</tr>
<tr>
<td>Students</td>
<td>Students = 44 students</td>
<td></td>
<td>Students = 50 students</td>
<td>Students = 60 students</td>
</tr>
</tbody>
</table>

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### Metrics/Indicators

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Test Scores</td>
<td>CELDT Scores (2016-17):</td>
<td>N/A</td>
<td>ELPAC Scores: Initial results will be reported and used as &quot;Baseline Data&quot;.</td>
<td>ELPAC Scores: To Be Determined by initial results.</td>
</tr>
<tr>
<td>ELPAC Test Scores</td>
<td>Beginning - 10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Intermediate - 14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate - 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Advanced - 32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced - 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE EL Progress Indicator</td>
<td>EL Progress Indicator - 70%</td>
<td>N/A</td>
<td>EL Progress Indicator - 72%</td>
<td>EL Progress Indicator - 75%</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>N/A</th>
</tr>
</thead>
</table>

**OR**

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

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Grade spans, K - 5

Actions/Services

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

New

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

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Provide intervention programs for grades K-5 through the development of flexible bell schedules and staffing that allows for small group intervention sessions offered daily at the Elementary Schools.

2019-20 Actions/Services

Provide intervention programs for grade through the development of flexible bell schedules and staffing that allows for small group intervention sessions offered daily at the Elementary Schools.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 192,172.</td>
<td>A) 192,172.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 58,395.</td>
<td>B) 58,395.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) 107,942.</td>
<td>D) 107,942.</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration / Title I</td>
<td>Supplemental &amp; Concentration / Title I</td>
</tr>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Certificated Salaries</td>
<td>C) Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) Benefits</td>
<td>D) Benefits</td>
</tr>
</tbody>
</table>

**Action #2**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-Wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged
### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Provide funding for Professional Development specific to ELD instruction.

### 2019-20 Actions/Services

Provide funding for Professional Development specific to ELD instruction.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>A) 1,000.</td>
<td>A) 1,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 212.</td>
<td>B) 212.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 3,000.</td>
<td>C) 3,000.</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Supplemental and Concentration / Title I</td>
<td>Supplemental and Concentration / Title I</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>A) Certificated Salaries</td>
<td>A) Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Services</td>
<td>C) Services</td>
</tr>
</tbody>
</table>

---

### Action #3

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners, Foster Youth, Low Income</td>
<td>Schoolwide</td>
<td>Specific Grade spans, 6 - 8</td>
</tr>
</tbody>
</table>

## Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Unchanged</td>
<td></td>
</tr>
</tbody>
</table>

## 2017-18 Actions/Services

| N/A | Provide additional sections at grades 6-8 that allow for creation of a master schedule to include sections for intervention and enrichment programs. | Provide additional sections at grades 6-I allow for creation of a master schedule 1 include sections for intervention and enrichment programs. |

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Amount: N/A
A) 254,099.
B) 70,754.
A) 254,099.
B) 70,754.

Source: N/A
Supplemental & Concentration
Supplemental & Concentration

Budget Reference: N/A
A) Certificated Salaries
B) Benefits
A) Certificated Salaries
B) Benefits

**Action #4**

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

**Students to be Served**

N/A

Location(s)

N/A

**OR**

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

**Students to be Served**

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged
### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Provide supplies, training and proctors for ELPAC Testing.

### 2019-20 Actions/Services

Provide supplies, training and proctors for ELPAC Testing.

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 221,215</td>
<td>A) 221,215</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 58,143</td>
<td>B) 58,143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 3,000</td>
<td>C) 3,000</td>
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</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>N/A</th>
<th>Supplemental &amp; Concentration Title III</th>
<th>Supplemental &amp; Concentration Title III</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>N/A</th>
<th>A) Certificated Salaries</th>
<th>A) Certificated Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Supplies</td>
<td>C) Supplies</td>
</tr>
</tbody>
</table>

---

**Action #5**

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

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

OR

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

### Students to be Served

<table>
<thead>
<tr>
<th>English Learners</th>
</tr>
</thead>
</table>

### Scope of Services:

<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>Specific Grade spans, 6 - 8</th>
</tr>
</thead>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
</tr>
</tbody>
</table>

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

| Provide ELD/Newcomer sections in Grades 6-8. |

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

| Provide ELD/Newcomer sections in Grades 6-8. |

### 2017-18 Actions/Services

| N/A |

### 2018-19 Actions/Services

| Provide ELD/Newcomer sections in Grades 6-8. |

### 2019-20 Actions/Services

| Provide ELD/Newcomer sections in Grades 6-8. |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

Page 34 of 75
Action #6

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

Students to be Served Location(s)
N/A N/A

OR

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

Students to be Served Scope of Services: Location(s)
English Learners Schoolwide Specific Grade spans, K - 5

Actions/Services

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

**2017-18 Actions/Services**

N/A

### for 2018-19

**2018-19 Actions/Services**

Hire ELD/Newcomer Teachers (2.0 FTE) to provide ELD Instruction in Grades K - 5 including support for RFEP students to comprehend and use academic language orally and in writing.

### for 2019-20

**2019-20 Actions/Services**

Hire ELD/Newcomer Teachers (2.0 FTE) to provide ELD Instruction in Grades K - 5 including support for RFEP students to comprehend and use academic language orally and in writing.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>A) 103,434.</td>
<td>A) 103,434.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 33,197.</td>
<td>B) 33,197.</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>A) Certificated Salaries</td>
<td>A) Certificated Salaries</td>
</tr>
</tbody>
</table>
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

B.3 We believe all students should be academically and socio-emotionally ready for high school-level curriculum and activities by the time they graduate from 8th grade.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

We want our students to have a rich experience in our district which includes extra-curricular and co-curricular activities as well as academics.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>Chronic Absenteeism Rate - 13.4%</td>
<td>N/A</td>
<td>Chronic Absenteeism Rate - 11.4%</td>
<td>Chronic Absenteeism Rate - 10.4%</td>
</tr>
</tbody>
</table>

Page 37 of 75
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attendance</td>
<td>School Attendance Rates</td>
<td>N/A</td>
<td>School Attendance Rates</td>
<td>School Attendance Rates</td>
</tr>
<tr>
<td>Rates (ADA)</td>
<td>(ADA) - 95%</td>
<td></td>
<td>(ADA) - 95.2%</td>
<td>(ADA) - 95.2%</td>
</tr>
<tr>
<td>Middle School Dropout</td>
<td>Middle School Dropout Rate = less</td>
<td>N/A</td>
<td>Middle School Dropout Rate = less</td>
<td>Middle School Dropout Rate = less</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>than 2 students</td>
<td></td>
<td>than 2 students</td>
<td>than 2 students</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

N/A

Support extra-curricular activities that encourage socio-emotional growth and preparation for high school activities such as Drama, Band, Choir, Athletics, Yearbook, Journalism, Student Council, Academic Pentathlon and Camp Green Meadows.

2019-20 Actions/Services

Support extra-curricular activities that encourage socio-emotional growth and preparation for high school activities such as Drama, Band, Choir, Athletics, Yearbook, Journalism, Student Council, Academic Pentathlon and Camp Green Meadows.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td></td>
<td>A) 120,586.</td>
<td>A) 120,586.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 3,935.</td>
<td>B) 3,935.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 2,870.</td>
<td>C) 2,870.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) 94,000.</td>
<td>D) 94,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 78,000.</td>
<td>C) 78,000.</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Certificated Salaries</td>
<td>A) Certificated Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>B) Classified Salaries</td>
<td>B) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Benefits</td>
<td>C) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) Supplies</td>
<td>D) Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E) Services</td>
<td>E) Services</td>
</tr>
</tbody>
</table>

**Action #2**

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Year</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**OR**

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

**Students to be Served**

<table>
<thead>
<tr>
<th>Year</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services
N/A

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

2018-19 Actions/Services
Hire a District Community Liaison/Social Worker to work with our Foster Youth students and families.

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

2019-20 Actions/Services
Hire a District Community Liaison/Social Worker to work with our Foster Youth students and families.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>A) 42,325.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 21,443.</td>
<td>B) 21,443.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>

Action #3

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

<table>
<thead>
<tr>
<th></th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

### Students to be Served

<table>
<thead>
<tr>
<th></th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th></th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td></td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Support Library Media Services at all school sites by staffing each school library with one Certificated and one Classified employee as well as providing funding as necessary for materials, subscriptions and supplies with an emphasis on STEAM/STEM materials.</td>
<td>Support Library Media Services at all school sites by staffing each school library with one Certificated and one Classified employee as well as providing funding as necessary for materials, subscriptions and supplies with an emphasis on STEAM/STEM materials.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

Page 42 of 75
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>A) 65,436.</td>
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<tr>
<td></td>
<td></td>
<td>B) 19,082.</td>
<td>B) 19,082.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 9,000.</td>
<td>C) 9,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) 28,000.</td>
<td>D) 28,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F) 81,868.</td>
<td>F) 81,868.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration / Base</td>
<td>Supplemental &amp; Concentration / Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Supplies</td>
<td>C) Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D) Services</td>
<td>D) Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E) Certificated Salaries</td>
<td>E) Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F) Benefits</td>
<td>F) Benefits</td>
</tr>
</tbody>
</table>

**Action #4**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

New

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

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

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Provide funding for academic field trips at each grade level. ($25/students K-5, $40/students 6-8)

**2019-20 Actions/Services**

Provide funding for academic field trips at each grade level. ($25/students K-5, $40/students 6-8)

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 43,000.</td>
<td>A) 43,000.</td>
</tr>
</tbody>
</table>

| Source | N/A | Supplemental & Concentration | Supplemental & Concentration |

Page 44 of 75
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Services</td>
<td>A) Services</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action #5**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

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

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

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 375,000.</td>
<td>A) 375,000.</td>
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<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Supplies</td>
<td>A) Supplies</td>
</tr>
</tbody>
</table>
6/25/2018

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

Unchanged

Goal 5

C.1 We believe that when students feel safe and connected to school, they will attend regularly and progress academically.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

Student safety and security are very important to us in this day and age and we believe that there is a link to academic achievement.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rates</td>
<td>Suspension Rates - Status: 6.0%</td>
<td>N/A</td>
<td>Suspension Rates - Status: 5.0%</td>
<td>Suspension Rates - SI 4.0%</td>
</tr>
</tbody>
</table>

Page 47 of 75
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS Student Survey Results:</td>
<td>CHKS Student Survey Results:</td>
<td></td>
<td>CHKS Student Survey Results:</td>
<td>CHKS Student Survey Results:</td>
</tr>
<tr>
<td>Grade 5:</td>
<td>Grade 5: Connectedness = 66%/ Feeling Safe = 85%</td>
<td>N/A</td>
<td>Grade 5: Connectedness = 66%/ Feeling Safe = 85%</td>
<td>Grade 5: Connectedness = 66%/ Feeling Safe = 85%</td>
</tr>
<tr>
<td>Connectedness and Feeling Safe</td>
<td>Grade 7: Connectedness = 36%/ Feeling Safe = 48%</td>
<td></td>
<td>Grade 7: Connectedness = 36%/ Feeling Safe = 48%</td>
<td>Grade 7: Connectedness = 36%/ Feeling Safe = 48%</td>
</tr>
<tr>
<td>Expulsion Rates</td>
<td>Expulsion Rates = 0.4</td>
<td>N/A</td>
<td>Expulsion Rates = 0.19</td>
<td>Expulsion Rates = 0.19</td>
</tr>
<tr>
<td>CHKS Staff Results:</td>
<td>CHKS Staff Results: 46% Strongly Agree that schools are a &quot;safe place for students&quot; 59% Strongly Agree that school is &quot;supportive and inviting&quot;</td>
<td>N/A</td>
<td>CHKS Staff Results: 46% Strongly Agree that schools are a &quot;safe place for students&quot; 59% Strongly Agree that school is &quot;supportive and inviting&quot;</td>
<td>CHKS Staff Results: 50% Strongly Agree that schools are a &quot;safe place for students&quot; 60% Strongly Agree that school is &quot;supportive and inviting&quot;</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------</td>
<td>---------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Parent Survey Results:</td>
<td>School to Home</td>
<td>N/A</td>
<td>Parent Survey Results:</td>
<td>School to Home</td>
</tr>
<tr>
<td>School to Home Communication</td>
<td>= 70%</td>
<td></td>
<td>School to Home Communication = 75%</td>
<td>positive</td>
</tr>
<tr>
<td>Communication</td>
<td>positive</td>
<td></td>
<td>Academic Program = 90%</td>
<td>positive</td>
</tr>
<tr>
<td>Academic Program</td>
<td>Academic Program = 90%</td>
<td></td>
<td>School Connectedness =</td>
<td>School Connectedness =</td>
</tr>
<tr>
<td>School</td>
<td>positive</td>
<td></td>
<td>75% positive</td>
<td>80% positive</td>
</tr>
<tr>
<td>Connectedness</td>
<td>School Connectedness =</td>
<td></td>
<td>School Safety = 77%</td>
<td>School Safety = 80%</td>
</tr>
<tr>
<td>School Safety</td>
<td>70% positive</td>
<td></td>
<td>positive</td>
<td>positive</td>
</tr>
</tbody>
</table>

**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**

All Students

**Location(s)**

All Schools

**OR**

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

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### Students to be Served

- **N/A**

### Scope of Services:

- **N/A**

### Location(s)

- **N/A**

### Actions/Services

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

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

- **Unchanged**

**2017-18 Actions/Services**

- **N/A**

**2018-19 Actions/Services**

- Provide adult yard supervision positions at all sites with a ratio of 100 students to 1 adult (100:1). Positions will not exceed 1.75 hrs/day.

**2019-20 Actions/Services**

- Provide adult yard supervision positions at all sites with a ratio of 100 students to 1 adult (100:1). Positions will not exceed 1.75 hrs/day.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>A) 230,177.</td>
<td>A) 230,177.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 64,831.</td>
<td>B) 64,831.</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Budget</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
</tbody>
</table>

**Action #2**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

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

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

- New
- Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 89,629. B) 32,413.</td>
<td>A) 89,629. B) 32,413.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries B) Benefits</td>
<td>A) Classified Salaries B) Benefits</td>
</tr>
</tbody>
</table>

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: N/A

Scope of Services: N/A

Location(s): N/A

**Actions/Services**

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

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

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

New

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Provide Medical Assistants to all sites to support student health and well-being.

**2019-20 Actions/Services**

Provide Medical Assistants to all sites to support student health and well-being.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 73,262.</td>
<td>A) 73,262.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 26,646.</td>
<td>B) 26,646.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
</tbody>
</table>

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### Action #4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Actions/Services

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

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

- New
- Unchanged

2017-18 Actions/Services

- 2018-19 Actions/Services
- 2019-20 Actions/Services
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 20,000.</td>
<td>A) 20,000.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 15,000.</td>
<td>B) 15,000.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Supplies</td>
<td>A) Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Services</td>
<td>B) Services</td>
</tr>
</tbody>
</table>

Action #5

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

Students to be Served

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

Page 55 of 75
Students to be Served
N/A

Scope of Services:
N/A

Location(s)
N/A

Actions/Services

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

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

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

2017-18 Actions/Services
N/A

2018-19 Actions/Services
 Allocate site block grants to fund positive school climate services and activities as well as attendance incentive programs such as PBIS, assemblies, academic achievement and perfect attendance awards.

2019-20 Actions/Services
 Allocate site block grants to fund positive school climate services and activities as well as attendance incentive programs such as PBIS, assemblies, academic achievement and perfect attendance awards.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 42,000</td>
<td>A) 42,000</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
</tbody>
</table>

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Action #6

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

Students to be Served: All Students

Location(s): All Schools

OR

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

Students to be Served:

N/A

Scope of Services:

N/A

Location(s):

N/A

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Action #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td>2018-19</td>
<td>A) $8,001. B) $7,625.</td>
<td>A) Supplemental &amp; Concentration</td>
<td>A) Classified Salaries B) Benefits</td>
<td>Students to be Served: All Students, Location(s): All Schools, OR</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>Provide alternative educational settings and staffing for &quot;at-risk&quot; students due to behavioral and socio-emotional issues.</td>
<td>Provide alternative educational settings and staffing for &quot;at-risk&quot; students due to behavioral and socio-emotional issues.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| Amount | N/A | A) 91,208.  
B) 26,598. | A) 91,208.  
B) 26,598. |
| Source | N/A | Supplemental & Concentration | Supplemental & Concentration |

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Action #8

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

Students to be Served
All Students

Location(s)
All Schools

OR

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

Students to be Served
N/A

Scope of Services:
N/A

Location(s)
N/A

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
Hire additional Adult Yard Supervisors to act as "Crossing Guards" at all three school sites. Two positions per site in AM (45 minutes) and two positions per site in the PM (30 minutes)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 55,346. B) 12,700.</td>
<td>A) 55,346. B) 12,700.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries B) Benefits</td>
<td>A) Classified Salaries B) Benefits</td>
</tr>
</tbody>
</table>

### Action #9

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

**Students to be Served**

All Students

**Location(s)**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Provide resources to support the development and implementation of District and Site Emergency Preparedness Plans.</td>
<td>Provide resources to support the development and implementation of District and Site Emergency Preparedness Plans.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 25,000.</td>
<td>A) 25,000.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
</tbody>
</table>
**Action #10**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
</tr>
<tr>
<td>New</td>
<td>Unchanged</td>
<td></td>
</tr>
</tbody>
</table>
Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| **Amount** | N/A | A) 259,875.  
|           |       | B) 71,977.  | A) 259,875.  
|           |       |           | B) 71,977.  |
| **Source** | N/A | Supplemental & Concentration | Supplemental & Concentration |
| **Budget Reference** | N/A | A) Certificated Salaries  
|           |       | B) Benefits    | A) Certificated Salaries  
|           |       |               | B) Benefits    |
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

**Goal 6**

C.2 We believe that strong and effective communication between school and home increases meaningful parent involvement and enhances the success of our students.

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

**State Priorities:** 3

**Local Priorities:** Family and Community Events

**Identified Need:**

Our parents and guardians continue to show us how much they trust and appreciate us and we want that to continue

**Expected Annual Measureable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family/Community Events hosted at each site</td>
<td>Family/Community Events - 8 events per school site</td>
<td>N/A</td>
<td>Family/Community Events - 9 events per school site</td>
<td>Family/Community Events - 10 events per school site</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Limited to Unduplicated Student Groups</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Provide translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English speaking parents connection to school.</td>
<td>Provide translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English speaking parents connection to school.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Amount</th>
<th>2018-19 Amount</th>
<th>2019-20 Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>N/A</td>
<td>A) 5,500.</td>
<td>A) 5,500.</td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td>B) 1,604.</td>
<td>B) 1,604.</td>
</tr>
</tbody>
</table>
Source: N/A

Supplemental & Concentration

Supplemental & Concentration

Budget

N/A

A) Classified Salaries
B) Benefits

A) Classified Salaries
B) Benefits

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

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

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### New

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Provide resources and supplies, including postage, for family/community events in efforts to promote parent participation for unduplicated pupils and special needs subgroups.

**2019-20 Actions/Services**

Provide resources and supplies, including postage, for family/community events in efforts to promote parent participation for unduplicated pupils and special needs subgroups.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 2,400.</td>
<td>A) 2,400.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) 700.</td>
<td>B) 700.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) 18,298.</td>
<td>C) 18,298.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Classified Salaries</td>
<td>A) Classified Salaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) Benefits</td>
<td>B) Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C) Services</td>
<td>C) Services</td>
</tr>
</tbody>
</table>

### Action #3

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

**All Students**

**Location(s)**

**All Schools**

---

**OR**

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

### Students to be Served

**N/A**

**Scope of Services:**

**N/A**

**Location(s):**

**N/A**

---

**Actions/Services**

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

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

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

**New**

**Unchanged**

---

### 2017-18 Actions/Services

**N/A**

**2018-19 Actions/Services**

Maintain social media sites, Aeries.net program, IES subscription, Parent Square notification system, "Illuminate" software as well as other software and websites to connect with our school community and seek parent input in decision-making.

---

### 2019-20 Actions/Services

Maintain social media sites, Aeries.net program, IES subscription, Parent Square notification system, "Illuminate" software as well as other software and websites to connect with our school community and seek parent input in decision-making.

---

### Budgeted Expenditures

Page 70 of 75
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 27,593.</td>
<td>A) 27,593.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Services</td>
<td>A) Services</td>
</tr>
</tbody>
</table>

**Action #4**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s):**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged
### 2017-18 Actions/Services
N/A

### 2018-19 Actions/Services
Hire a District Receptionist (4 Hrs/Day; 185 Days) to support parent/community communication.

### 2019-20 Actions/Services
Hire a District Receptionist (4 Hrs/Day; Days) to support parent/community communication.

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| **Amount** | N/A | A) 16,646.  
B) 4,854. | A) 16,646.  
B) 4,854. |
| **Source** | N/A | Supplemental & Concentration | Supplemental & Concentration |
| **Budget Reference** | N/A | A) Classified Salaries  
B) Benefits | A) Classified Salaries  
B) Benefits |

---

### Action #5
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**
All Students

All Schools

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Scope of Services:</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>We will create a &quot;Local Dashboard&quot; and post it on our District Website. The &quot;Local Dashboard&quot; further defines the Local Priorities that the California Department of Education requires us to report to our stakeholders.</td>
<td>We will create a &quot;Local Dashboard&quot; and it on our District Website. The &quot;Local Dashboard&quot; further defines the Local Priorities that the California Department Education requires us to report to our stakeholders.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td></td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>N/A</td>
<td>A) 3,500.</td>
<td>A) 3,500.</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>N/A</td>
<td>Supplemental &amp; Concentration / Base</td>
<td>Supplemental &amp; Concentration / Base</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>N/A</td>
<td>A) Services</td>
<td>A) Services</td>
</tr>
</tbody>
</table>

**Action #6**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

OR

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s):**

N/A

**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
### 2017-18 Actions/Services
N/A

### 2018-19 Actions/Services
District will provide sites with additional block grant funding as incentive for increasing parent survey responses. For each 20 parent surveys completed the District will increase the school's Site Block Grant by an additional $200.

### 2019-20 Actions/Services
District will provide sites with additional block grant funding as incentive for increasing parent survey responses. For each 20 parent surveys completed the District will increase the school's Site Block Grant by an additional $200.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>N/A</td>
<td>A) 4,200.</td>
<td>A) 4,200.</td>
</tr>
<tr>
<td>Source</td>
<td>N/A</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>N/A</td>
<td>A) Supplies</td>
<td>A) Supplies</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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

$ 5,669,175                                                  26.24%

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

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

1. Research has shown that students need to feel safe and connected to their school and teachers in order to perform at their best academically. Therefore, we will provide additional counseling services, increased access to library media services, and increased student access to technology and the Internet. Research has also proven that EL and SED students benefit from additional instructional time during and after school hours as well as intersession/summer school. We provide additional staff to allow for a variety of Intervention Programs to be offered at all three school sites. We also provide additional health and safety services to our students to allow access to these services before and after school. We understand that access to technology is limited for EL and SED students so we are providing 1:1 devices for all students in grades 1st - 8th. Weaver Union School District believes that educating our students includes educating the "whole child" and that all students benefit from increased access to visual and performing arts, environmental education, extra-curricular and co-curricular activities as well as the core program. The District provides funding to support additional activities such as Student Clubs, attendance at Camp Green Meadows, Weaver Performing Arts Program, Band, Color Guard and Choir.

2. Weaver Union School District is a K-8 district with an unduplicated count of over 87%, which is realistically 9 out of every 10 students. With such a large percentage of unduplicated students it is clear that these funds (supplemental and concentration grant) have an impact in virtually every prog
and service that we provide. Services described in the LCAP are funded by S & C Grants and are principally directed toward and effective in meeting the district’s goals for unduplicated pupils in State and Local priority areas. The District will increase and attempt to improve services to English Learners by increasing K-2 interventions for EL students, providing Intervention teachers K-5, and adding ELD and Newcomer sections at all three sites. The District will also support services to low-income students by increasing their access to co-curricular and extra-curricular activities. Foster Youth Students, as well as EL and Low-income students, will benefit from increasing Counselor services, extending Campus Safety Monitor and Medical Aides work days, and direct connections with Foster Youth and Families by our Behavior Specialist.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,508,311</td>
</tr>
<tr>
<td>35.24%</td>
</tr>
</tbody>
</table>

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 school or LEA-wide use of funds.

1. Research has shown that students need to feel safe and connected to their school and teachers in order to perform at their best academically. We provide additional counseling services, increased access to library media services, and increased student access to technology and the Internet. Research has also proven that EL and SED students benefit from additional instructional time during and after school hours as well as intersession/summer school. We provide additional staff to allow for a variety of Intervention Programs to be offered at all three school sites. We provide additional health and safety services to our students to allow access to these services before and after school. We understand that access to technology is limited for EL and SED students so we are providing 1:1 devices for all students in grades TK - 8th. Weaver Union School District also believes that educating our students includes educating the "whole child" and that all students benefit from increased access to visual and performing arts, environmental education, extra-curricular and co-curricular activities as well as the core program. The District provides funding to support additional activities such as Student Clubs, attendance at Camp Green Meadows, Weaver Performing Arts Program, Band, Color Guard and Choir.

Page 2 of 3
2. Weaver Union School District is a K-8 district with an unduplicated count of over 87%, which is realistically 9 out of every 10 students. With such a large percentage of unduplicated students it is clear that these funds (supplemental and concentration grant) have an impact in virtually every program and service that we provide. Services described in the LCAP are funded by S & C Grants and are principally directed toward and effective in meeting the district's goals for unduplicated pupils in State and Local priority areas. The District will increase and attempt to improve services to English Learners by focusing professional development on ELD and Mathematics, improving K-2 interventions for EL students, providing Intervention teachers K-5, and adding ELD and Newcomer sections at all three sites. The District will also support services to low-income students by increasing their access to co-curricular and extra-curricular activities.

Foster Youth Students, as well as EL and Low-income students, will benefit from services provided by our Community Liaison/Social Worker, increased safety personnel, additional Special Education Staffing, and direct connections with Foster Youth and Families by our Behavior Specialist counselors and our Community Liaison/Social Worker.