

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Denair Unified School District

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Denair is an unincorporated community of 4,404 residents in a rural area of Stanislaus County in the Central Valley of California. Denair Unified School District consist of 5 schools currently serving approximately 1,300 students and continues in the tradition where students are family and learning comes to life. Denair Unified School District student demographics reflect Caucasian 47%, Hispanic 46%, African Americans <1%, American Indian < 1%, Asian < 1%, Pacific Islander <1%. Our sub-group student populations are the following: English Learners 15%, Special Education 9%, Migrant 1%, Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves Socioeconomically Disadvantaged students 60%.



*Where students are family
and learning comes to life!*

LCAP HIGHLIGHTS

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

According to Stakeholders, the LCAP had too many objectives within each goal that seemed to address similar or the same priorities. This year's LCAP will reflect consolidated objectives within each goal to help stakeholders focus on the District's priorities with ease.

Stakeholders also wanted to see a list of acronym's included with the LCAP:

AP- Advanced Placement
 AVID- Advanced Via Individual Determination
 CAASPP- California Assessment of Student Performance and Progress
 CDE- California Department of Education
 COE- County Office of Education
 CDS- County/District/Schools
 CELDT- California English Language Development Test
 CRSIG- Central Region School Insurance Group
 CSEA- California School Employees' Association
 CST- California Standards Test
 CTE- Career Technical Education
 DAC- District Advisory Committee
 DCA- Denair Charter Academy
 DECA- Denair Elementary Charter Academy
 DELAC- District English Learner Advisory Committee
 DHS- Denair High School
 DMS- Denair Middle School
 DUSD- Denair Unified School District
 DUTA- Denair Unified Teachers' Association
 EC- Education Code
 EL- English Learners
 ELA- English Language Arts
 ELD- English Language Development
 EO- English Only
 FIT- Facility Inspection Tool
 HFZ- Healthy Fit Zone
 IFEP- Initially Fluent English Proficient
 LCAP- Local Control and Accountability Plan
 LCFF- Local Control Funding Formula
 LEA- Local Educational Agency
 MAP- Measures of Academic Progress
 NWEA- Northwest Evaluation Association
 PBIS- Positive Behavior Interventions and Support
 PFT- Physical Fitness Tests
 PIQE- Parent Institute for Quality Education
 RFEP- Reclassified Fluent English Proficient
 RTI- Response to Intervention
 SOLOM- Student Oral Language Observation Matrix
 TUPE- Tobacco Use Prevention Education
 V&P- Visual and Performing Arts
 UC- University of California

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.

All student groups are in the highest percentile (blue) on the state indicators for suspension rates. DUSD will continue to utilize Positive Behavior Intervention Supports (PBIS) to maintain the low level of suspension rates.

The Caucasian demographic of students are also in the highest percentile (blue) for graduation rates.

GREATEST PROGRESS

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

English Language Arts (ELA) scores for all student groups were low (orange) and Math scores for all student groups were lowest (red) on the state indicators. DUSD is implementing NWEA Measures of Academic Progress to determine student academic readiness levels. Once those levels/tiers have been determined, DUSD is also implementing Response to Intervention to help support students making progress academically, socially and emotionally. The Hispanic demographic of students are in the low percentile (orange) for graduation rates. The District is going to be implementing Parents for Quality Education (PIQE) in 2017-2018. PIQE will offer parent classes to education parents on the importance of being a part of their child's learning experiences in each parents native language. The District believes getting parents more involved will support an increase in the Hispanic demographic graduation rates.

GREATEST NEEDS

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?

After comparing all student groups to DUSD's "all student" performance, there weren't any state indicators where any student group was two or more performance levels below the "all student" performance. Most student groups were the same or better than the "all student" performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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.

DUSD is implementing a Response to Intervention model to help support students make progress academically, socially and emotionally. In order to implement this plan, NWEA Measures of Academic Progress (MAP) assessment is used to assess students academic readiness level. Strategic levels of supports are then implemented for each student based on their individual needs. Additionally, the District is going to be implementing Parents for Quality Education (PIQE) in 2017-2018. PIQE will offer parent classes to education parents on the importance of being a part of their child's learning experiences in each parents native language.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,268,155.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$0.00

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

All general fund expenditures are included in the LCAP and some non-general fund expenditures such as Fund 13 (Food Service/Cafeteria Fund).

\$ 4,917,237

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

All environments are strategically designed and maintained for teaching and for learning so that all stakeholders will perform at optimal levels.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Retain at least 1% more staff when compared to the previous year
- B. Develop/implement key criteria/standards/procedures for clerical levels to tailor employee training/ Review/update all job descriptions
- C. 100% completion rate of evaluations with appropriate recommendations
- D. CAASPP: 5% increase in Level 3+ scores; 5% decrease in Level 1 scores
- E. A-G Course: Maintain/ increase participation; 5% increase in students completing
- F. Increase by 5% in students being redesignated based on CELDT and/or Renaissance Place Benchmarks
- G.RFEP: 5% increase in students obtaining RFEP status through CELDT scores, SOLOM, and administrator/parent coordination
- H. Science texts and curriculum will be 100% aligned with state standards
- I. Instructional Materials Inventory: sufficient materials for all students enrolled

ACTUAL

- A. 77% of staff were retained from 2015-2016 as compared to 88% staff retained the previous year
- B. 66% of staff have attended Professional Development as of 5/18/2017
- C. 100% certificated employee evaluations completed, 92% classified evaluations complete as of 5/18/2017
- D. DHS ELA 15-16: 63% with Level 3+ scores and 14% with Level 1 scores (As compared to pervious years: Level 3+: Decline of 3% and level 1: increase of 5%); DMS ELA 15-16: 33% with Level 3+ scores and 28% with Level 1 scores (As compared to pervious years: Level 3+: Decline of 6% and level 1: increase of 4%); DHS Math 15-16: 23% with Level 3+ scores and 42% with Level 1 scores (As compared to pervious years: Level 3+: Maintained and level 1: Decrease 8%) ; DMS Math 15-16: 17% with Level 3+ scores and 44% with Level 1 scores (As compared to pervious years: Level 3+: Decline of 8% and level 1: increase of 6%)
- E. A-G enrollment decreased from 1,212 sections taken in 15-16 to _ . When compared to DHS enrollment, 15-16 had 64.37% participation and 16-17 had _% participation; this is approximately a _% decrease.
- F/G. 12.56% of English Learner students being reclassified (25 Students) in 16-17
- H. Science text and curriculum are 100% aligned to state standards
- I. 100% Sufficient Textbooks and Instructional Materials

J. CST: 5% increase for those students scoring Proficient and Advanced

K. Social Science texts and curriculum will be 100% aligned with state standards

L. Modern Language:

1. Increase by 5% in participation in Grades 6-8
2. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment

M. Modern Language texts and curriculum will be 100% aligned with state standards

N. Visual and Performing Arts:

1. Increase in participation in Choral instruction Grades 4-6
2. 5% increase in participation Band Instruction Grades 5-12
3. 5% increase in continuation of Band Instruction from Grade 6 to 7

O. Physical Education curriculum will be 100% aligned with state standards

P. Increase by 5% in students passing the five Fitness Gram components Grades 5, 7, 9

Q. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment

R. Facilities:

1. Increase in rate of safe, clean, sustainable and attractive classrooms
2. Master Facility Plan to be updated annually
3. Site facility inspection reports to be completed at every site

S. Maximize state/local funding to provide new and modernized facilities

J. DHS CST 15-16: 46% scoring proficient/advanced (As compared to 14-15, Increase of 3% scoring proficient/advanced) ; DMS CST 15-16: 48% scoring proficient/advanced (As compared to 14-15, decrease of 9% scoring proficient/advanced)

K. Social Sciences texts and curriculum are 100% aligned to state standards

L. World Language:

1. DMS baseline: 27.2% participation
2. DHS baseline: 50.3% participation

M. World Language text and curriculum are 100% aligned with state standards

N. V&P Arts:

1. Choral Instruction not offered in grades 4-6
2. Band Participation: DHS baseline: 4.4%; DMS baseline: 12.8%
3. Band Instruction Continuation: DHS baseline: 83.3%; DMS baseline: 70.6%

O. Physical Education text and curriculum are 100% aligned with state standards

P. DHS PFT baseline: District working with the office of Physical Fitness Test in the California Department of Education to convert the test scores to the "Healthy Fit Zone" (HFZ) percentages; DMS PFT baseline: Aerobic Capacity 70.6% HFZ, Body Composition 65.9% HFZ, Abdominal Strength 95.3% HFZ, Trunk Extension Strength 98.8% HFZ, Upper-Body Strength 68.2% HFZ, Flexibility 87.1% HFZ

Q. 19.2% additional equipment was replaced in 2016-2017

R. Facilities:

1. DHS FIT baseline: 97.4%; DMS FIT baseline: 100%
2. We are currently developing a new Master Facilities Plan to be finalized in 17-18 (Plan to continue to update it on an annual basis)
3. Site Facility Inspections were completed at all sites

S. The old Tech building was modernized and is in the process of being converted to the curriculum room for DECA, freeing up two other rooms as classroom space. A few rooms in the District Office were modernized. The District is working with Highlands Energy to continue to improve facilities and energy usage through the Prop 39 Funding

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**

Actions/Services	<p>PLANNED Retain highly qualified staff</p>	<p>ACTUAL 11% decrease in the number of staff retained compared to prior year</p>
Expenditures	<p>BUDGETED Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 2995880 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Supplemental 693210 Teachers, Clerical Staff, Substitutes, Benefit Plans Title I 25951 Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans Maintenance 214059 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 145859 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 534150</p>	<p>ESTIMATED ACTUAL Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Base 2925387 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans LCFF Supplemental 588864 Clerical Staff, Substitutes, Benefit Plans Title I 6472 Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans Maintenance 239175 Food Servers/Cashiers, Substitutes, Benefit Plans Food Service 219069 Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Special Education 717965</p>

Action **2**

Actions/Services	<p>PLANNED Continually improve the qualifications of staff in each position in the District</p>	<p>ACTUAL 66% of Staff attended PD</p>
Expenditures	<p>BUDGETED Professional Development Title II 33354 Professional Development Title I 74511 Induction Program Educator Effectiveness 14360 Evaluation Tool Educator Effectiveness 4400 Roving Substitutes for Professional Development One-time Unrestricted 6997 Professional Development Days LCFF Supplemental 102940 Site-level Professional Development Lottery 1150 Additional Professional Development Educator Effectiveness 42000 Food Service Staff Development Food Service 3000 Special Education Staff Development Special Education 10410</p>	<p>ESTIMATED ACTUAL Professional Development Title II 45623 Professional Development Title I 40614 Induction Program Educator Effectiveness 9000 Evaluation Tool - To be implemented in 17-18 Educator Effectiveness 0 Additional Professional Development One-time Unrestricted 955 Professional Development Days Title I 87327 Site-level Professional Development Lottery 4850 Roving Substitutes for on site trainings/collaboration; Conference expenses LCFF Supplemental 55537 Food Service Staff Development Food Service 3000 Special Education Staff Development Special Education 5868</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Fully implement and continually improve K-12 reading/language arts implementation of the State Standards</p>	<p>ACTUAL The District is continually improving its K-12 reading/language arts programs.</p>
<p>Expenditures</p>	<p>BUDGETED Technology Supplies Lottery 100 Professional Development Title II 7964 Professional Development LCFF Supplemental 1608 Assessments LCFF Base 160 Additional Professional Development/Collaboration One-time Unrestricted 16438 ELA/ELD Pilot Program One-time Unrestricted 18750</p>	<p>ESTIMATED ACTUAL Technology Supplies Lottery 100 Professional Development (already included in PD goal above) Title II 0 Professional Development (already included in PD goal above) LCFF Supplemental 0 Assessments LCFF Base 160 Additional Professional Development/Collaboration (already included in PD goal above) One-time Unrestricted 0 ELA/ELD Pilot Program One-time Unrestricted 22208 ELA Curriculum/Books/Supplies Lottery Prop 20 22800</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Fully implement and continually improve K-12 math implementation of the State Standards</p>	<p>ACTUAL The District is continually improving its K-12 math programs.</p>
<p>Expenditures</p>	<p>BUDGETED Technology Lottery 300 Professional Development LCFF Supplemental 312 Additional Professional Development/Collaboration One-time Unrestricted 7924 Assessments LCFF Supplemental 706</p>	<p>ESTIMATED ACTUAL Technology Lottery 300 Professional Development (already included in PD goal above) LCFF Supplemental 0 Additional Professional Development/Collaboration (already included in PD goal above) One-time Unrestricted 0 Assessments LCFF Supplemental 706 Math Curriculum/Books/Supplies Lottery Prop 20 26700</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED All students will have access to standards-aligned instructional materials</p>	<p>ACTUAL 100% Sufficient Textbooks and Instructional Materials</p>
<p>Expenditures</p>	<p>BUDGETED Technology Lottery 6015 Additional Technology One-time Unrestricted 16800 Supplemental Printing One-time Unrestricted 3040</p>	<p>ESTIMATED ACTUAL Technology Lottery 6015 Additional Technology One-time Unrestricted 13984 Supplemental Printing One-time Unrestricted 3000</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL The District is continually improving its K-12 ELD programs.</p>
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	Fully implement and continually improve ELD implementation of the State Standards	
Expenditures	<p>BUDGETED Practice Tests/Study Books/Supplemental Materials LCFF Supplemental 11904 Additional EL Support through Bilingual Aides Title III 1405 Professional Development/Collaboration LCFF Supplemental 2268 Assessments LCFF Base 325</p>	<p>ESTIMATED ACTUAL Practice Tests/Study Books/Supplemental Materials LCFF Supplemental 18120 Additional EL Support through Bilingual Aides Title III 15624 Professional Development/Collaboration (already included in PD goal above) LCFF Supplemental 0 Assessments LCFF Base 412 EL Support through Bilingual Aides LCFF Supplemental 6816</p>

Action **7**

Actions/Services	PLANNED Continually improve standards-based Science Program	ACTUAL The District is continually improving its K-12 science programs.
Expenditures	BUDGETED Professional Development One-time Unrestricted 3474	ESTIMATED ACTUAL Professional Development (already included in PD goal above) One-time Unrestricted 0

Action **8**

Actions/Services	PLANNED Science adoptions aligned with Next Generation Science Standards	ACTUAL The District is continually improving its K-12 science programs.
Expenditures	BUDGETED Textbooks Lottery Prop 20 6000	ESTIMATED ACTUAL Science Curriculum/Books/Supplies Lottery Prop 20 8500

Action **9**

Actions/Services	PLANNED Continually improve standards-based Modern Language Program	ACTUAL World Language text and curriculum are 100% aligned with state standards
Expenditures	BUDGETED Spanish Curriculum Program One-time Unrestricted 42927	ESTIMATED ACTUAL Spanish Curriculum Program will need to be purchased in 17-18 One-time Unrestricted 0

Action **10**

Actions/Services	PLANNED Continually improve standards-based Social Science Program	ACTUAL The District is continually improving its K-12 social science programs.
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Expenditures	BUDGETED Professional Development LCFF Supplemental 9083	ESTIMATED ACTUAL Professional Development (already included in PD goal above) LCFF Supplemental 0
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Action **11**

Actions/Services	PLANNED Social Science adoptions aligned with the State Standards	ACTUAL Social Science text and curriculum are 100% aligned with state standards
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Expenditures	BUDGETED Instructional Materials Lottery Prop 20 6699	ESTIMATED ACTUAL Social Science Curriculum/Books/Supplies Lottery Prop 20 2000
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Action **12**

Actions/Services	PLANNED Continually provide functional, safe, and clean classrooms, facilities, and grounds	ACTUAL DHS FIT baseline: 97.4%; DMS FIT baseline: 100%; Site Facility Inspections were completed at all sites
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Expenditures	BUDGETED Facility Maintenance staff additional hours and benefits One-time Unrestricted 3962 Additional supplies needed for facility maintenance One-time Unrestricted 22740 Ongoing Utilities LCFF Base 343170 Security/Facility update contracts One-time Unrestricted 55269 Additional Food Service staff hours to provide functionality within the Food Service Department Food Service 369 Custodial/Grounds/Maintenance Supplies Maintenance 148963	ESTIMATED ACTUAL Facility Maintenance staff additional hours and benefits not used One-time Unrestricted 0 Additional supplies needed for facility maintenance One-time Unrestricted 18871 Ongoing Utilities LCFF Base 264360 Security/Facility update contracts One-time Unrestricted 36887 Additional Food Service staff hours to provide functionality within the Food Service Department not used Food Service 0 Custodial/Grounds/Maintenance Supplies Maintenance 96319
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Action **13**

Actions/Services	PLANNED Modern Language adoptions aligned with the State Standards	ACTUAL World Language text and curriculum are 100% aligned with state standards
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Expenditures	BUDGETED Textbooks Lottery Prop 20 4000	ESTIMATED ACTUAL World Language Curriculum/Books/Supplies Lottery Prop 20 5000
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Action **14**

Actions/Services	PLANNED Continually improve standards-based Visual and Performing Arts Program	ACTUAL 4.4% DHS participation in band and 12.8% at DMS; Continuation in band at DHS is 83.3% and DMS 70.6%
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Expenditures	BUDGETED Supplies/Materials Lottery 8356	ESTIMATED ACTUAL Supplies/Materials Lottery 3000
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Action **15**

Actions/Services	PLANNED Maintain Equipment Replacement Reserve	ACTUAL 19.2% additional equipment was replaced in 2016-2017
Expenditures	BUDGETED Reserve for Equipment Replacement LCFF Base 30663 Technology LCFF Supplemental 4774 Equipment Maintenance Lottery 5600	ESTIMATED ACTUAL Reserve for Equipment Replacement LCFF Base 42443 Technology LCFF Supplemental 2664 Equipment Maintenance Lottery 19082 Large equipment replacement Maintenance 46328

Action **16**

Actions/Services	PLANNED Physical Education curriculum aligned with state frameworks	ACTUAL Physical Education text and curriculum are 100% aligned with state standards
Expenditures	BUDGETED Physical Education curriculum and supplies Lottery Prop 20 3500	ESTIMATED ACTUAL Physical Education curriculum and supplies not needed in 16-17 Lottery Prop 20 0

Action **17**

Actions/Services	PLANNED Continually improve standards-based Physical Education Program	ACTUAL The District is continually improving its K-12 Physical Education Program.
Expenditures	BUDGETED Supplemental Materials LCFF Supplemental 1500	ESTIMATED ACTUAL Supplemental Materials not needed in 16-17 LCFF Supplemental 0

Action **18**

Actions/Services	PLANNED Provide new and modernized facilities	ACTUAL The old Tech building was modernized and is in the process of being converted to the curriculum room for DECA, freeing up two other rooms as classroom space. A few rooms in the District Office were modernized. The District is working with Highlands Energy to continue to improve facilities and energy usage through the Prop 39 Funding
Expenditures	BUDGETED Facility Repairs/Replacements Maintenance 50084 Roofing Repairs/Replacements One-time Unrestricted 50000	ESTIMATED ACTUAL Facility Repairs/Replacements Maintenance 200000 Roofing Repairs/Replacements to begin in 17-18 One-time Unrestricted 0

Action **19**

Actions/Services	<p>PLANNED Develop and continually improve the District's wellness policy</p>	<p>ACTUAL The District is working on creating a wellness committee</p>
Expenditures	<p>BUDGETED Meeting Supplies LCFF Supplemental 350</p>	<p>ESTIMATED ACTUAL Meeting Supplies LCFF Supplemental 1000</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District is still working on adopting new curriculum and training all staff to be highly effective. All goal 1 actions/services will be ongoing goals in the 3 year LCAP, the only difference being that multiple actions/services were rolled into one for easier reporting.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of goal 1 seem to be effective in measuring the District's goal pertaining to "Conditions of Learning".
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The District had less expenditures in LCFF salaries than anticipated due to not being able to fill a few positions. However, the District was able to add a Special Education position increasing budgeted salaries in Special Education compared with the original plan. One of the unfilled positions was the Senior Director of Student Support Services, without whom the District was unable to move forward with adopting some of the curriculum as planned, so curriculum expenditures were also less in certain areas. Additionally, planned Title I salaries were originally included in Goal 1 LCFF Supplemental, but the District is now reporting them under Goal 2 Title I due to the salaries being for intervention teachers.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The annual measurable outcomes have been consolidated as requested by stakeholders.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Our educational process will be dynamic, multi-dimensional, organized and will inspire, prepare, develop and advance all students to be college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Intervention Participation: Increase or maintain the number of students participating in intervention services provided by the District
- B. CTAP: 5% increase in teachers' ability on technology skills
- C. CTE Certification: 5% increase for students earning certificate
- D. A-G Course: Maintain/ increase participation; 5% increase in students completing
- E. EAP: Maintain/ increase participation
- F. AP Test Scores: 5% increase in number of students passing the AP Test
- G. Reclassification tracking: Increase or maintain the number of students being tracked for reclassification

ACTUAL

- A. Intervention Participation at DHS: 50; Intervention Participation at DMS: 43
- B. CTAP: Information Technology department will be sending out a survey to staff before the end of school to find out how comfortable staff feel with technology
- C. DHS 16-17: 73 student enrolled in CTE courses; the District plans to create pathways in Agriculture classes and Criminal Justice classes where certification would be the end result in 17-18
- D. A-G Courses previously reported under Goal 1
- E. EAP: 100% participation
- F. 15-16 Baseline: 35% of Advanced Placement Tests were passed
- G. 100% of students reclassified in 15-16 are being tracked

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**

Actions/Services	PLANNED Increase Intervention Support for Low Income Students	ACTUAL Intervention Participation Baseline: 50 students at DHS and 43 students at DMS
Expenditures	BUDGETED Summer Intervention Program Title I 25421 Intervention Teachers, Substitutes, and Benefit Plans Title I 57462 Supplemental Educational Services Title I 75995 Supplemental Intervention Materials Title I 48325	ESTIMATED ACTUAL Summer Intervention Program Title I 30000 Intervention Teachers, Substitutes, and Benefit Plans Title I 163467 Supplemental Educational Services Title I 85000 Supplemental Intervention Materials Title I 34723

Action **2**

Actions/Services	PLANNED Develop and continually improve an effective Career Technical Educational Plan	ACTUAL 73 Students currently enrolled in a CTE program
Expenditures	BUDGETED Agriculture Teachers, Substitutes, and Benefit Plans LCFF Base 90095 ROP Teachers, Substitutes, Benefit Plans LCFF Base 16579 Assessments LCFF Base 1240 Agriculture Teachers, Substitutes, and Benefit Plans LCFF Supplemental 50146	ESTIMATED ACTUAL Agriculture Teachers, Substitutes, and Benefit Plans LCFF Base 78028 ROP Teachers, Substitutes, Benefit Plans LCFF Supplemental 16326 Assessments LCFF Base 1060 Agriculture Teachers, Substitutes, and Benefit Plans LCFF Supplemental 35750

Action **3**

Actions/Services	PLANNED Continually improve Advanced Placement program	ACTUAL 15-16 Baseline: 35% of Advanced Placement Tests were passed
Expenditures	BUDGETED Professional Development LCFF Supplemental 5678 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Base 4070 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Supplemental 26140	ESTIMATED ACTUAL Professional Development (already included in PD goal 1) LCFF Base 0 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Base 10000 Licenses for Virtual Classes to offer a wider range of Advanced Placement through Cyber High LCFF Supplemental 20000

Action **4**

Actions/Services	PLANNED Intervention and Remedial Support for Foster Youth	ACTUAL Provided additional services through the District Homeless Liaison
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Expenditures	BUDGETED Homeless Liaison, Benefit Plan Title I 16522	ESTIMATED ACTUAL Homeless Liaison, Benefit Plan Title I 15060
Action	5	
Actions/Services	PLANNED Implement and continually improve the process for two-year tracking of reclassification	ACTUAL 100% of students reclassified in 15-16 are being tracked
Expenditures	BUDGETED Professional Development LCFF Supplemental 7100 Assessments and Supplies for Parent Meetings LCFF Supplemental 500	ESTIMATED ACTUAL Professional Development (already included in PD goal 1) LCFF Base 0 Assessments and Supplies for Parent Meetings LCFF Supplemental 2000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions/services for goal 2 have been implemented, but we will continue to improve on those actions/services due to the reasons mentioned below regarding the overall effectiveness of the actions/services.

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

The District and stakeholders felt we needed additional benchmark assessments to accurately know where each student is academically as well as meet our goals for "Pupil Outcomes" so NWEA and RTI will both be implemented in the 17-18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned Title I salaries were included in Goal 1 originally, but the District is now reporting them under Goal 2 due to the salaries being for intervention teachers.

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.

A few of the actions/services have been consolidated going forward and additional measurable outcomes will be included as well.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

We will provide the best educational service to all stakeholders so that Denair Unified School District will be the premier district in Stanislaus County for all families seeking a small school environment.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A.
 1. Increase by 3% in participation in clubs
 2. Increase in participation in annual student council training workshop Grades 4-8
 3. Increase by 2% in participation in athletic programs Grades 7-12
- B.
 1. Increase in participation of Stakeholder Advisory Committee meeting quarterly
 2. Increase by 5% in parent/family volunteers
 3. Increase by 5% parent/family attendance to parent conferences, ELAC, DELAC, DAC
- C.
 1. Increase by 2% in government grants
 2. Increase by 2% in private grants/donations
 3. Increase by 2% in community/booster funding
 4. Increase in participation of Community Business Partnership Program
- D.
 1. Increase by 5% in participation in Child Nutrition Program
 2. 100% follow-up on medical/health services for targeted students
- E.
 1. Increase by 2% in attendance rates when under 95%

ACTUAL

- A.
 1. DHS Baseline Club participation 200; DMS Baseline Club participation: 30
 2. DMS Baseline being determined at site-level
 3. DHS Athletic Programs Participation: 220, DMS Athletic Program Participation: 172
- B.
 1. Increase of 26%: 29 Participants increased from 23 in 15-16
 2. DHS Volunteers: 100; DMS Volunteers: 40
 3. DHS adult participation in school events: 100; DMS adult participation in school events: 200
- C.
 1. Grants increased by 7%: College and Career Block Grant
 2. Donations increased by 36% to \$14,886
 3. Pending information from DHS Boosters
 4. Increased business partnerships through Ag department partnering with local farmers to set-up job shadowing for students
- D.
 1. DHS: 59%; DMS: 58%
 2. 100% follow-up on all medical/health services for targeted students
- E.
 1. DHS: decrease of 2% from 96.4% to 94.4%
 2. DMS decrease of 2% from 97.9% to 95.9%
 3. Expulsion Rates DHS: 1%, DMS: 0%
 4. Increased participation in community events at DHS through public communication and advertisement of Denair Schools

- 2. Increase by 1% in attendance rates when 95-98%
 - 3. Decrease by 5% in pupil expulsion rates
 - 4. Increase in student participation of community events
 - 5. Decrease by 5% in chronic absenteeism
 - 6. Decrease by 5% in suspension days district-wide
- F.
- 1. 80% participation in Kindergarten Round-up
 - 2. 95% participation in transition activities
 - 3. Increase by 5% in participation in post-secondary education planning
 - 4. Decrease by 5% in drop outs
 - 5. Maintain/ increase Graduation Rates
 - 6. Increase by 5% in attendance to college
- G. Increase or maintain the ratio of bilingual staff to ELD students
- H. Foster youth participation: Increase or maintain foster youth participation in transition activities

- 5. DHS 15-16: 1%, DMS: 7.9%
 - 6. Total suspension days DHS: 187; DMS: 86
- F.
- 1. No students enrolled in DES, so no Kinder Round-up participation except what is noted in the DECA LCAP
 - 2. DHS: 75 (27%); DMS: 91 (34%)
 - 3. Pending information from DHS
 - 4. DHS: 1%
 - 5. DHS: 98%
 - 6. Pending information from DHS
- G. Pending information from the English Learner Development department
- H. Pending information from the Homeless Liaison

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	
Actions/Services	<p>PLANNED</p> <p>Continually improve student involvement</p>	<p>ACTUAL</p> <p>DHS Club participation decrease from 244 to 200; DMS Club participation increased to 30; DHS Athletic Programs Participation increased from 155 to 220, DMS Athletic Program Participation decrease from 195 to 172, 1. DHS Attendance: decrease of 2% from 96.4% to 94.4%; DMS attendance decrease of 2% from 97.9% to 95.9%</p>
Expenditures	<p>BUDGETED</p> <p>Athletics, Activities, Outdoor Education Stipends LCFF Base 155187</p> <p>Provide Transportation to school and other activities LCFF Supplemental 234513</p> <p>Student Awards/Incentives Lottery 2450</p> <p>Supplemental Services to increase student involvement Title I 14000</p>	<p>ESTIMATED ACTUAL</p> <p>Athletics, Activities, Outdoor Education Stipends LCFF Base 139454</p> <p>Provide Transportation to school and other activities LCFF Supplemental 215735</p> <p>Student Awards/Incentives Lottery 1000</p> <p>Supplemental Services to increase student involvement Title I 10000</p>

Action **2**

Actions/Services	<p>PLANNED Continually improve family and community involvement</p>	<p>ACTUAL DHS Volunteers increased from 2 to 100; DMS Volunteers increased from 21 to 40, DHS adult participation in school events: 100; DMS adult participation in school events: 200</p>
Expenditures	<p>BUDGETED Parent Communication and Parent Meeting Supplies LCFF Base 25020 Cover half the cost of volunteer fingerprints to increase participation LCFF Base 500 Additional Parent Meeting Supplies LCFF Supplemental 1700 College preparation involvement Lottery 1120 Parent Communication Title I 9672</p>	<p>ESTIMATED ACTUAL Parent Communication and Parent Meeting Supplies LCFF Base 25700 Cover half the cost of volunteer fingerprints to increase participation LCFF Base 972 Additional Parent Meeting Supplies LCFF Supplemental 3000 College preparation involvement Lottery 2368 Parent Communication Title I 9573</p>

Action **3**

Actions/Services	<p>PLANNED Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p>	<p>ACTUAL DHS Suspension:10%, DMS suspension rate: 16%; DHS expulsion rate: 1%, DMS expulsion rate: 0%</p>
Expenditures	<p>BUDGETED Additional Security as needed LCFF Base 190 Positive Behavior Intervention and Support LCFF Supplemental 7811 Student Awards Lottery 2080</p>	<p>ESTIMATED ACTUAL Additional Security as needed LCFF Base 1000 Positive Behavior Intervention and Support LCFF Supplemental 6300 Student Awards Lottery 3200</p>

Action **4**

Actions/Services	<p>PLANNED Continually improve services that promote physical, emotional and mental health</p>	<p>ACTUAL DHS Participation Child Nutrition Program: 59%; DMS Participation Child Nutrition Program: 58%</p>
Expenditures	<p>BUDGETED Nursing Services and Medical Supplies LCFF Base 61166 Healthy food options through the Food Service Department Food Service 79145 Behavior Specialist Services LCFF Base 75000 Special Education Services through District staff, county staff, and outside services Special Education 1025058</p>	<p>ESTIMATED ACTUAL Nursing Services and Medical Supplies LCFF Base 75500 Healthy food options through the Food Service Department Food Service 254533 Behavior Specialist Services LCFF Base 24500 Special Education Services through District staff, county staff, and outside services Special Education 1350793</p>

Action **5**

Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>
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Expenditures	Increase outreach partnerships to provide direct/indirect support to students, staff, and community	Increased business partnerships through Ag department partnering with local farmers to set-up job shadowing for students
	BUDGETED Transportation LCFF Supplemental 7170 Outside Services/Transportation Lottery 3770	ESTIMATED ACTUAL Transportation LCFF Supplemental 7170 Outside Services/Transportation Lottery 1320

Action **6**

Actions/Services	PLANNED Increase ELD support	ACTUAL Increased ELD support at all sites through the addition of bilingual staff
Expenditures	BUDGETED Additional bilingual supports at each site LCFF Supplemental 1064 Additional bilingual supports at each site Title I 45	ESTIMATED ACTUAL Additional bilingual supports at each site LCFF Supplemental 2000 Additional bilingual supports at each site Title III 19760

Action **7**

Actions/Services	PLANNED Increase access to Social Services	ACTUAL Maintained access to social services
Expenditures	BUDGETED Mental Health and Social/Emotional Interns with the university Lottery 2537	ESTIMATED ACTUAL Mental Health and Social/Emotional Interns with the university Lottery 3750

Action **8**

Actions/Services	PLANNED Continually improve smooth transitions	ACTUAL DHS participation in transition activities: 75; DMS participation in transition activities:91, DHS Graduation rate: 98%, DHS Drop out rate: 1%
Expenditures	BUDGETED Graduation Supplies LCFF Base 79 Graduation Supplies, Staffing, and Security Lottery 1550	ESTIMATED ACTUAL Graduation Supplies LCFF Base 100 Graduation Supplies, Staffing, and Security Lottery 1600

Action **9**

Actions/Services	PLANNED Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth	ACTUAL Maintained communication with outside agencies
Expenditures	BUDGETED Homeless Liaison Title I 16522 Field Trips/Transportation LCFF Base 253	ESTIMATED ACTUAL Homeless Liaison (already included in goal 2) Title I 0 Field Trips/Transportation LCFF Base 868

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Most areas have been implemented and will be improved upon. The District also wishes to track post-secondary activities including college attendance differently and more accurately going forward.

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

The only area the District and stakeholders feel we could improve in measuring our actions/services would be to continue surveying students, parents, and staff to determine where the District can improve in terms of "Engagement".

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Bilingual supports increased due to adding an additional bilingual paraeducator. Food service and special education expenditures now include all of their expenses instead of just select expenses.

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.

Actions/services will be consolidated as with all goals going forward.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Due to being a small school District where all stakeholders are involved in multiple committees, the District decided to create a Stakeholder Advisory Committee to help eliminate multiple commitments for stakeholders. These Stakeholder Advisory Committee meetings included Parents, Staff, Board members, Denair Unified Teachers' Association (DUTA) representatives, California School Employees' Association (CSEA) representatives, Students and community members.

District-wide stakeholder meetings:

2/22/17

All stakeholders provided a numerical listing of priorities for District's Goal 1 (Conditions of Learning)

Concerns: (1) Curriculum for Dual-Language and continuation of Dual-Language options at the Secondary Level

All stakeholders provided a numerical listing of priorities for District's Goals 2 and 3 (Pupil Outcomes and Engagement)

Concerns: (1) What types of interventions will be available for students who need help; (2) Educating Freshman at the beginning of the year on what High School is and what they can do to help prepare for college

5/18/17

Draft LCAP was shared and reviewed

District English Learner Advisory Committee (DELAC) meetings:

4/27/17

Title III and other funding discussed; Draft LCAP was shared and reviewed

No additional questions were asked by stakeholders, but if they had been the Superintendent would have responded in writing.

Denair Middle School (DMS) held staff meetings to discuss how the District goals and objectives could be translated to site goals and objectives.

Denair High School (DHS) held staff meetings to discuss how the District goals and objectives could be translated to site goals and objectives.

The Denair Unified School District (DUSD) Local Control Accountability Plan (LCAP) was posted to the DUSD website as a work in progress and made available to the public for inspection on June 5, 2017. A public hearing on the LCAP was conducted June 8, 2018. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 8, 2017 Board meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Throughout the 2016-2017 school year, the new goals, objectives, and metrics were being drafted and reviewed with input and support from stakeholders.

Consolidated the number of objectives within each goal and updated objectives based on stakeholder input: Combined highly qualified staff and professional development, combined all curriculum to 1 objective, combined RFEP/reclassification/tracking of English Learners to 1 objective, combined Facilities and equipment replacement, and combined intervention for all subgroups to 1 objective.

2/22/17

(1) Advanced Spanish courses added to the DMS Master Schedule and DHS Master Schedule

3/29/17

(1) NWEA is being implemented to help the District determine which students need additional help and at what tier levels; Response to Intervention (RTI) will then be utilized to provide differentiated instruction to those students needing help instead of referring to a Student Support Team for Special Services right away; (2) AVID is being implemented at both DMS and DHS to educate students on how to be a high school student and prepare for college

Staff meeting discussions centered around programming concerns that needed to be addressed in order to improve District outcomes related to LCAP goals and objectives such as scheduling intervention and collaboration into the work week in addition to how to address tutoring and other student supports.

Staff meeting discussions centered around programming concerns that needed to be addressed in order to improve District outcomes related to LCAP goals and objectives such as scheduling intervention and collaboration into the work week in addition to how to address behavior interventions at the secondary level and Advanced Placement courses.

The Draft LCAP was approved at the June 22, 2017 Board Meeting.

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.

New
 Modified
 Unchanged

Goal 1

All environments are strategically designed and maintained for teaching and for learning so that all stakeholders will perform at optimal levels.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

- A. Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position
- B. Students will have full access to ELA, math, ELD, Science, Social Science, Physical Education, World Language, and Visual and performing arts instruction and state standards for each subject will be fully implemented
- C. Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement
- D. Develop and continually improve the District's wellness Policy

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Percentage of staff highly qualified in their positions 2. Number of staff retained each school year 3. Rate of staff receiving professional development relevant to their positions B. Data on: 1. California Assessment of Student Performance and	A. 1. 95% of staff are highly qualified in their positions 2. 77% of staff were retained from 2015-2016 3. 66% of staff have attended Professional Development as of 5/17/17 B. 1. DHS baseline ELA: 63% with Level 3+ scores and 14% with Level 1 scores; DMS baseline ELA: 33% with Level 3+ scores and 28% with Level 1	A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2016-2017 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 3% in	A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2017-2018 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 3% in	A. 1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2018-2019 3. Develop key criteria/standards/procedures to tailor employee training B. 1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 3% in

Progress (CAASPP – statewide assessments)

2. A-G Course Completion
3. District audit and inventory of instructional materials
4. Number of students being reclassified based on CELDT, renaissance place benchmarks, and/or administrator and parent coordination
5. California Science Test (CST)
6. Fitness Exam
7. Student Participation in World Language
8. Student Participation in Visual and Performing Arts

C. Data on:

1. School Safety Inspection Checklist and Facility Inspection Tool
2. Master Facilities Plan
3. Master Equipment Plan

D. Participation in Wellness Committee

scores, DHS baseline Math: 23% with Level 3+ scores and 42% with Level 1 scores; DMS baseline Math: 17% with Level 3+ scores and 44% with Level 1 scores

2. Baseline being determined at the site-level and will be updated once determined
3. 100% Sufficient Textbooks and Instructional Materials
4. 25 students Reclassified
5. DHS CST baseline: 46% scoring proficient/advanced; DMS CST baseline: 48% scoring proficient/advanced
6. DHS PFT baseline: District working with the office of Physical Fitness Test in the California Department of Education to convert the test scores to the "Healthy Fit Zone" (HFZ) percentages; DMS PFT baseline: Aerobic Capacity 70.6% HFZ, Body Composition 65.9% HFZ, Abdominal Strength 95.3% HFZ, Trunk Extension Strength 98.8% HFZ, Upper-Body Strength 68.2% HFZ, Flexibility 87.1% HFZ
7. World Language: DHS baseline: being determined at site-level; DMS baseline: 27.2% participation
8. V&P Arts: DHS baseline: being determined at site-level; DMS baseline: 12.8% participation and 70.6% students continuing in band

- C. 1. DHS baseline: 97.4%; DMS baseline: 100%,
2. Begin Developing master facilities plan
3. 19.2% additional equipment was replaced in 2016-2017

D. Develop a wellness committee and track participation

Level 1 scores in each subject area

2. Increase by 5% in students completing A-G ELA, Math, social science courses
3. Students will have access to ELA, Math textbooks and curriculum that is 100% aligned with state standards, Survey staff for effectiveness for state aligned social science, and physical education materials which students will have sufficient access to, Develop a science curriculum committee to choose a pilot program that is 100% aligned with state standards,
4. Maintain/Increase the percentage of students being reclassified
5. CST: Increase by 3% for those students scoring Proficient and Advanced
6. Maintain/Increase the percentage of students passing each component in the fitness exam,
7. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment, Survey staff for effectiveness for state aligned modern language materials which students will have sufficient access to
8. Increase by 5% in participation of Band instruction grades 6-12, 5% increase in the number of students continuing Band Instruction from the year before

- C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms
2. Finalize master facilities plan
3. Develop a master equipment plan, maximize state/local funding to purchase new equipment

Level 1 scores in each subject area

2. Increase by 5% in students completing A-G ELA, Math, social science courses
3. Survey staff for effectiveness for state aligned ELA, math, modern language, and physical education materials which students will have sufficient access to, Students will have access to science textbooks and curriculum that is 100% aligned with state standards, Develop a social science curriculum committee to choose a pilot program that is 100% aligned with state standards
4. Increase by 5% in students being reclassified
5. CST: Increase by 3% for those students scoring proficient and Advanced
6. Maintain/Increase the percentage of students passing each component in the fitness exam,
7. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment,
8. Increase by 5% in participation of Band instruction grades 6-12, 5% increase in the number of students continuing Band Instruction from the year before

- C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms
2. Address at least one need identified in the master facilities plan
3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment

Level 1 scores in each subject area

2. Increase by 5% in students completing A-G ELA, Math, social science courses
3. Survey staff for effectiveness of state aligned ELA, math, science, modern language, and physical education materials which students will have sufficient access to, Students will have access to social science textbooks and curriculum that is 100% aligned with state standards
4. Increase by 5% in students being reclassified
5. CST: Increase by 3% for those students scoring Proficient and Advanced
6. Maintain/Increase the percentage of students passing each component in the fitness exam, Survey staff for effectiveness for state aligned physical education materials which students will have sufficient access to
7. Increase by 5% when comparing the number of students enrolled in Modern Language to total enrollment
8. Increase by 5% in participation of Band instruction grades 6-12, 5% increase in the number of students continuing Band Instruction from the year before

- C. 1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms
2. Address at least one need identified in the master facilities plan
3. Maintain reserve levels equal to at least two years of identified equipment replacement needs; maximize state/local funding to purchase new equipment

		D. Maintain/Increase participation in the wellness committee	D. Maintain/Increase participation in the wellness committee	D. Maintain/Increase participation in the wellness committee
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position

2018-19

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position

2019-20

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Teachers, Counselors, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Maintenance	Source	Maintenance	Source	Maintenance
Budget Reference	Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans	Budget Reference	Custodians, Utility Workers, Administrative Staff, Substitutes, Benefit Plans
Source	Food Service	Source	Food Service	Source	Food Service
Budget Reference	Food Servers/Cashiers, Substitutes, Benefit Plans	Budget Reference	Food Servers/Cashiers, Substitutes, Benefit Plans	Budget Reference	Food Servers/Cashiers, Substitutes, Benefit Plans
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development

Action 2

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

2018-19

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

2019-20

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Supplemental position

BUDGETED EXPENDITURES

2017-18

Source	LCFF Supplemental
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Title I
Budget Reference	Teachers, Clerical Staff, Substitutes, Benefit Plans
Source	Title III
Budget Reference	Bilingual Paraeducators, Benefit Plans
Source	LCFF Supplemental
Budget Reference	Professional Development

2018-19

Source	LCFF Supplemental
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Title I
Budget Reference	Teachers, Clerical Staff, Substitutes, Benefit Plans
Source	Title III
Budget Reference	Bilingual Paraeducators, Benefit Plans
Source	LCFF Supplemental
Budget Reference	Professional Development

2019-20

Source	LCFF Supplemental
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Title I
Budget Reference	Teachers, Clerical Staff, Substitutes, Benefit Plans
Source	Title III
Budget Reference	Bilingual Paraeducators, Benefit Plans
Source	LCFF Supplemental
Budget Reference	Professional Development

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position

2018-19

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position

2019-20

New Modified Unchanged

Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each Special Education position

BUDGETED EXPENDITURES

2017-18

Source	Special Education
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Special Education
Budget Reference	Professional Development

2018-19

Source	Special Education
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Special Education
Budget Reference	Professional Development

2019-20

Source	Special Education
Budget Reference	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans
Source	Special Education
Budget Reference	Professional Development

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have full access to ELA, math, ELD, Science, Social Science, Physical Education, World Language, and Visual and performing arts instruction and state standards for each subject will be fully implemented

2018-19

New Modified Unchanged

Students will have full access to ELA, math, ELD, Science, Social Science, Physical Education, World Language, and Visual and performing arts instruction and state standards for each subject will be fully implemented

2019-20

New Modified Unchanged

Students will have full access to ELA, math, ELD, Science, Social Science, Physical Education, World Language, and Visual and performing arts instruction and state standards for each subject will be fully implemented

BUDGETED EXPENDITURES

2017-18

Source	One-time Unrestricted
Budget Reference	Curriculum/Books/Supplies
Source	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies
Source	Lottery
Budget Reference	Curriculum/Books/Supplies
Source	Lottery Prop 20
Budget Reference	Curriculum/Books/Supplies
Source	LCFF Base
Budget Reference	Assessments

2018-19

Source	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies
Source	Lottery
Budget Reference	Curriculum/Books/Supplies
Source	Lottery Prop 20
Budget Reference	Curriculum/Books/Supplies
Source	LCFF Base
Budget Reference	Assessments
Source	Lottery
Budget Reference	Technology

2019-20

Source	LCFF Supplemental
Budget Reference	Curriculum/Books/Supplies
Source	Lottery
Budget Reference	Curriculum/Books/Supplies
Source	Lottery Prop 20
Budget Reference	Curriculum/Books/Supplies
Source	LCFF Base
Budget Reference	Assessments
Source	Lottery
Budget Reference	Technology

Source	Lottery
Budget Reference	Technology
Source	LCFF Supplemental
Budget Reference	Technology

Source	LCFF Supplemental
Budget Reference	Technology
Source	
Budget Reference	

Source	LCFF Supplemental
Budget Reference	Technology
Source	
Budget Reference	

Action 5

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

2018-19

New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

2019-20

New Modified Unchanged

Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Ongoing Utilities	Budget Reference	Ongoing Utilities	Budget Reference	Ongoing Utilities
Source	Maintenance	Source	Maintenance	Source	Maintenance
Budget Reference	Custodial/Grounds/Maintenance Supplies	Budget Reference	Custodial/Grounds/Maintenance Supplies	Budget Reference	Custodial/Grounds/Maintenance Supplies
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Reserve for Equipment Replacement	Budget Reference	Reserve for Equipment Replacement	Budget Reference	Reserve for Equipment Replacement
Source	One-time Unrestricted	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Computer Equipment/Technology	Budget Reference	Computer Equipment/Technology	Budget Reference	Computer Equipment/Technology
Source	LCFF Supplemental	Source	Lottery	Source	Lottery
Budget Reference	Computer Equipment/Technology	Budget Reference	Equipment Maintenance	Budget Reference	Equipment Maintenance
Source	Lottery	Source	Maintenance	Source	Maintenance
Budget Reference	Equipment Maintenance	Budget Reference	Facility Repairs/Replacements	Budget Reference	Facility Repairs/Replacements
Source	One-time Unrestricted	Source		Source	
Budget Reference	Facility Repairs/Replacements	Budget Reference		Budget Reference	
Source	Maintenance	Source		Source	
Budget Reference	Facility Repairs/Replacements	Budget Reference		Budget Reference	

Action 6

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Develop and continually improve the District's wellness policy

2018-19

- New Modified Unchanged

Develop and continually improve the District's wellness policy

2019-20

- New Modified Unchanged

Develop and continually improve the District's wellness policy

BUDGETED EXPENDITURES

2017-18

Source	LCFF Supplemental
Budget Reference	Meeting Supplies

2018-19

Source	LCFF Supplemental
Budget Reference	Meeting Supplies

2019-20

Source	LCFF Supplemental
Budget Reference	Meeting Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Our educational process will be dynamic, multi-dimensional, organized and will inspire, prepare, develop and advance all students to be college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

A. Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified

B. Develop and continually improve the process for students to become college and career ready including the Advanced Placement program and a Career Technical Educational Plan

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Participation in Intervention 2. Participation in Remedial Support 3. Percentage of students being tracked after reclassification 4. NWEA 5. Students receiving RTI based on their NWEA placement B. Data on: 1. Number of students receiving certifications in CTE programs 2. Percentage of students completing A-G Courses 3. Percentage of students passing Advanced Placement Tests	A. Data on: 1. DHS baseline: 50; DMS baseline: 43 2. DHS baseline: being determined at site-level; DMS baseline: being determined at site-level 3. 100% of students reclassified in 15-16 are being tracked 4. NWEA to be implemented in 17-18 5. RTI to be implemented in 17-18 B. Data on: 1. DHS baseline: being determined at site-level	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of Foster Youth students receiving Remedial Support 3. Maintain/Increase number of students being tracked after reclassification 4. Implement and create a baseline of data 5. Implement and create a baseline of data B. 1. Increase by 5% in students earning a CTE certificate	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of Foster Youth students receiving Remedial Support 3. Maintain/Increase number of students being tracked after reclassification 4. Increase by 5% in students scoring at grade level 5. Increase/maintain in number of students receiving differentiated instruction based on NWEA placement	A. 1. Maintain/Increase number of students participating in Intervention Services provided by the District 2. Maintain/Increase number of Foster Youth students receiving Remedial Support 3. Maintain/Increase number of students being tracked after reclassification 4. Increase by 5% in students scoring at grade level 5. Increase/maintain in number of students receiving differentiated instruction based on NWEA placement

	2. DHS baseline: being determined at site-level 3. 15-16 Baseline: 35% of Advanced Placement Tests were passed	2. Increase by 5% in students completing A-G Courses 3. Increase by 5% in students passing Advanced Placement Tests	B. 1. Increase by 5% in students earning a CTE certificate 2. Increase by 5% in students completing A-G Courses 3. Increase by 5% in students passing Advanced Placement Tests	B. 1. Increase by 5% in students earning a CTE certificate 2. Increase by 5% in students completing A-G Courses 3. Increase by 5% in students passing Advanced Placement Tests
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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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-

Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-

Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-

year tracking process after English Learners are reclassified

year tracking process after English Learners are reclassified

year tracking process after English Learners are reclassified

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference	Summer Intervention Program
Source	Title I
Budget Reference	Intervention Teachers, Substitutes, and Benefit Plans
Source	Title I
Budget Reference	Supplemental Educational Services
Source	Title I
Budget Reference	Supplemental Intervention Materials
Source	LCFF Supplemental
Budget Reference	EL Assessments

2018-19

Source	Title I
Budget Reference	Summer Intervention Program
Source	Title I
Budget Reference	Intervention Teachers, Substitutes, and Benefit Plans
Source	Title I
Budget Reference	Supplemental Educational Services
Source	Title I
Budget Reference	Supplemental Intervention Materials
Source	LCFF Supplemental
Budget Reference	EL Assessments

2019-20

Source	Title I
Budget Reference	Summer Intervention Program
Source	Title I
Budget Reference	Intervention Teachers, Substitutes, and Benefit Plans
Source	Title I
Budget Reference	Supplemental Educational Services
Source	Title I
Budget Reference	Supplemental Intervention Materials
Source	LCFF Supplemental
Budget Reference	EL Assessments

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop and continually improve the process for students to become college and career ready including the Advanced Placement program and a Career Technical Educational Plan

2018-19

New Modified Unchanged

Develop and continually improve the process for students to become college and career ready including the Advanced Placement program and a Career Technical Educational Plan

2019-20

New Modified Unchanged

Develop and continually improve the process for students to become college and career ready including the Advanced Placement program and a Career Technical Educational Plan

BUDGETED EXPENDITURES

2017-18

Source	LCFF Base
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Base
Budget Reference	ROP Teachers, Substitutes, Benefit Plans
Source	LCFF Base
Budget Reference	Assessments
Source	LCFF Supplemental
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Supplemental
Budget Reference	Licenses for Virtual Classes to offer a wider range of Advanced Placement through Edmentum

2018-19

Source	LCFF Base
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Base
Budget Reference	ROP Teachers, Substitutes, Benefit Plans
Source	LCFF Base
Budget Reference	Assessments
Source	LCFF Supplemental
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Supplemental
Budget Reference	Licenses for Virtual Classes to offer a wider range of Advanced Placement through Edmentum

2019-20

Source	LCFF Base
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Base
Budget Reference	ROP Teachers, Substitutes, Benefit Plans
Source	LCFF Base
Budget Reference	Assessments
Source	LCFF Supplemental
Budget Reference	Agriculture Teachers, Substitutes, and Benefit Plans
Source	LCFF Supplemental
Budget Reference	Licenses for Virtual Classes to offer a wider range of Advanced Placement through Edmentum

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.

New
 Modified
 Unchanged

Goal 3

We will provide the best educational service to all stakeholders so that Denair Unified School District will be the premier district in Stanislaus County for all families seeking a small school environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

- A. Continually improve student, family, and community involvement
- B. Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry
- C. Increase outreach partnerships to provide direct/indirect support to students, staff, and community
- D. Increase or maintain English Learner Development support prior to reclassification
- E. Continually improve smooth transitions between grade levels and between different programs or services
- F. Increase access to Social Services and ongoing communication with Multi-agencies for Foster Youth

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Data on: 1. Student Average Daily Attendance 2. Parent Volunteers 3. Participation in school events B. Data on: 1. Suspensions 2. Expulsions 3. Chronic Absenteeism 4. Participation in Clubs	A. Data on: 1. Attendance: 95.9% DMS; 94.4% DHS 2. DHS Volunteers: 100; DMS Volunteers; 40 3. DHS participation: 100; DMS participation:200 B. Data on: 1. DHS: 10%, DMS: 16% (as of 5/18/17)	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to	A. Data on: 1. 2% increase in attendance rates when under 95%; 1% increase in attendance rates when 95-98% 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to

5. Participation in Athletics
 6. California Healthy Kids Survey
 7. Participation in Child Nutrition Program
 8. Follow-up on medical/health services

C. Data on:
 1. New grants received
 2. New partnerships established

D. Data on:
 1. Bilingual staff compared to the number of English Learner students

E. Data on:
 1. Drop out rates
 2. Graduation rates
 3. Participation in transition activities
 4. Tracking of students post-secondary education

F. Data on:
 1. Tracking of Foster Youth and Homeless students to better communication with the caregivers in their lives

2. DHS: 3; DMS: 1 (as of 5/18/17)
 3. DHS: 1% (15-16) DMS: 7.9% (15-16)
 4. DHS: 200; DMS: 30
 5. DHS: 220; DMS: 172
 6. 92% response rate; 60% students feel connected and 72% feel safe
 7. DHS: 59%; DMS: 58% (as of 5/15/17)
 8. 100% follow-up on medical/health services for targeted students

C. Data on:
 1. College Readiness Block Grant; increase of 7% in grant funding
 2. Connecting Point Church for 5th quarter and Baccalaureate; MJC for 2+2 articulation; San Joaquin Delta College for 2+2 articulation; Key Club; Denair Lions Club; West Steel; Stan State for tutoring

D. Data on:
 1. 22 bilingual staff in 16-17

E. Data on:
 1. DHS Baseline 0%
 2. DHS Baseline: 100%
 3. DHS: 75; DMS: 91
 4. Need to create a process for tracking students post-secondary education and then create a baseline

F. Data on:
 1. Pending information from Homeless liaison

parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events

B. Data on:
 1. 5% decrease in suspension days district-wide
 2. 5% decrease in pupil expulsion rates
 3. 5% decrease in chronic absenteeism
 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
 5. 2% increase in participation in athletic programs Grades 7-12
 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe
 7. 5% increase in participation in Child Nutrition Program
 8. Maintain/Increase follow-up on medical/health services for targeted students

C. Data on:
 1. 2% increase in government grants; 2% increase in private grants/donations
 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program

D. Data on:
 1. Increase by 3% ratio of bilingual staff to ELD students

E. Data on:
 1. 5% decrease in drop outs
 2. Maintain/ increase Graduation Rates
 3. 80% participation in Kindergarten Round-up; 95% participation in transition activities

parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events

B. Data on:
 1. 5% decrease in suspension days district-wide
 2. 5% decrease in pupil expulsion rates
 3. 5% decrease in chronic absenteeism
 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
 5. 2% increase in participation in athletic programs Grades 7-12
 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe
 7. 5% increase in participation in Child Nutrition Program
 8. Maintain/Increase follow-up on medical/health services for targeted students

C. Data on:
 1. 2% increase in government grants; 2% increase in private grants/donations
 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program

D. Data on:
 1. Increase by 3% ratio of bilingual staff to ELD students

E. Data on:
 1. 5% decrease in drop outs
 2. Maintain/ increase Graduation Rates
 3. 80% participation in Kindergarten Round-up; 95% participation in transition activities

parent conferences, ELAC, DELAC, DAC; Increase in student participation of community events

B. Data on:
 1. 5% decrease in suspension days district-wide
 2. 5% decrease in pupil expulsion rates
 3. 5% decrease in chronic absenteeism
 4. 3% increase in participation in clubs; Increase in participation in annual student council training workshop Grades 4-8
 5. 2% increase in participation in athletic programs Grades 7-12
 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe
 7. 5% increase in participation in Child Nutrition Program
 8. Maintain/Increase follow-up on medical/health services for targeted students

C. Data on:
 1. 2% increase in government grants; 2% increase in private grants/donations
 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program

D. Data on:
 1. Increase by 3% ratio of bilingual staff to ELD students

E. Data on:
 1. 5% decrease in drop outs
 2. Maintain/ increase Graduation Rates
 3. 80% participation in Kindergarten Round-up; 95% participation in transition activities

4. Create a process for tracking students post-secondary education and create a baseline of data

F. Data on:
1. Maintain/increase tracking and communication of Foster Youth and Homeless students

4. Maintain/increase the rate of students being tracked post-secondary; maintain/increase the rate of students attending college

F. Data on:
1. Maintain/increase tracking and communication of Foster Youth and Homeless students

4. Maintain/increase the rate of students being tracked post-secondary; maintain/increase the rate of students attending college

F. Data on:
1. Maintain/increase tracking and communication of Foster Youth and Homeless students

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continually improve student, family, and community involvement

Continually improve student, family, and community involvement

Continually improve student, family, and community involvement

BUDGETED EXPENDITURES

2017-18

Source	LCFF Base
Budget Reference	Athletics, Activities, Outdoor Education Stipends
Source	LCFF Supplemental
Budget Reference	Provide Transportation to school and other activities
Source	Lottery
Budget Reference	Student Awards/Incentives
Source	Title I
Budget Reference	Supplemental Services to increase student involvement
Source	LCFF Base
Budget Reference	Parent Communication and Parent Meeting Supplies
Source	LCFF Base
Budget Reference	Cover half the cost of volunteer fingerprints to increase participation
Source	LCFF Supplemental
Budget Reference	Additional Parent Meeting Supplies
Source	Lottery
Budget Reference	College Planning involvement
Source	Title I
Budget Reference	Parent Communication

2018-19

Source	LCFF Base
Budget Reference	Athletics, Activities, Outdoor Education Stipends
Source	LCFF Supplemental
Budget Reference	Provide Transportation to school and other activities
Source	Lottery
Budget Reference	Student Awards/Incentives
Source	Title I
Budget Reference	Supplemental Services to increase student involvement
Source	LCFF Base
Budget Reference	Parent Communication and Parent Meeting Supplies
Source	LCFF Base
Budget Reference	Cover half the cost of volunteer fingerprints to increase participation
Source	LCFF Supplemental
Budget Reference	Additional Parent Meeting Supplies
Source	Lottery
Budget Reference	College Planning involvement
Source	Title I
Budget Reference	Parent Communication

2019-20

Source	LCFF Base
Budget Reference	Athletics, Activities, Outdoor Education Stipends
Source	LCFF Supplemental
Budget Reference	Provide Transportation to school and other activities
Source	Lottery
Budget Reference	Student Awards/Incentives
Source	Title I
Budget Reference	Supplemental Services to increase student involvement
Source	LCFF Base
Budget Reference	Parent Communication and Parent Meeting Supplies
Source	LCFF Base
Budget Reference	Cover half the cost of volunteer fingerprints to increase participation
Source	LCFF Supplemental
Budget Reference	Additional Parent Meeting Supplies
Source	Lottery
Budget Reference	College Planning involvement
Source	Title I
Budget Reference	Parent Communication

Action **2**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

2018-19

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

2019-20

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

BUDGETED EXPENDITURES

2017-18

Source	LCFF Base
Budget Reference	Additional Security as needed
Source	Lottery
Budget Reference	Student Awards

2018-19

Source	LCFF Base
Budget Reference	Additional Security as needed
Source	Lottery
Budget Reference	Student Awards

2019-20

Source	LCFF Base
Budget Reference	Additional Security as needed
Source	Lottery
Budget Reference	Student Awards

Source	LCFF Base
Budget Reference	Nursing Services and Medical Supplies
Source	Food Service
Budget Reference	Healthy food options through the Food Service Department
Source	LCFF Base
Budget Reference	Behavior Specialist Services

Source	LCFF Base
Budget Reference	Nursing Services and Medical Supplies
Source	Food Service
Budget Reference	Healthy food options through the Food Service Department
Source	LCFF Base
Budget Reference	Behavior Specialist Services

Source	LCFF Base
Budget Reference	Nursing Services and Medical Supplies
Source	Food Service
Budget Reference	Healthy food options through the Food Service Department
Source	LCFF Base
Budget Reference	Behavior Specialist Services

Action 3

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense

2018-19

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense

2019-20

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense

of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference	Positive Behavior Intervention and Supports

2018-19

Source	Title I
Budget Reference	Positive Behavior Intervention and Supports

2019-20

Source	Title I
Budget Reference	Positive Behavior Intervention and Supports

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

2018-19

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

2019-20

New Modified Unchanged

Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry

BUDGETED EXPENDITURES

2017-18

Source	Special Education
Budget Reference	Special Education Services through District staff, county staff, and outside services

2018-19

Source	Special Education
Budget Reference	Special Education Services through District staff, county staff, and outside services

2019-20

Source	Special Education
Budget Reference	Special Education Services through District staff, county staff, and outside services

Action **5**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase outreach partnerships to provide direct/indirect support to students, staff, and community

2018-19

New Modified Unchanged

Increase outreach partnerships to provide direct/indirect support to students, staff, and community

2019-20

New Modified Unchanged

Increase outreach partnerships to provide direct/indirect support to students, staff, and community

BUDGETED EXPENDITURES

2017-18

Source	LCFF Supplemental
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2018-19

Source	LCFF Supplemental
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2019-20

Source	LCFF Supplemental
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Budget Reference	Transportation
Source	Lottery
Budget Reference	Outside Services/Transportation

Budget Reference	Transportation
Source	Lottery
Budget Reference	Outside Services/Transportation

Budget Reference	Transportation
Source	Lottery
Budget Reference	Outside Services/Transportation

Action 6

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase or maintain English Learner Development support prior to reclassification

2018-19

New Modified Unchanged

Increase or maintain English Learner Development support prior to reclassification

2019-20

New Modified Unchanged

Increase or maintain English Learner Development support prior to reclassification

BUDGETED EXPENDITURES

2017-18

Source	LCFF Supplemental
Budget Reference	Additional bilingual supports at each site

2018-19

Source	LCFF Supplemental
Budget Reference	Additional bilingual supports at each site

2019-20

Source	LCFF Supplemental
Budget Reference	Additional bilingual supports at each site

Source	Title III
Budget Reference	Additional bilingual supports at each site

Source	Title III
Budget Reference	Additional bilingual supports at each site

Source	Title III
Budget Reference	Additional bilingual supports at each site

Action 7

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continually improve smooth transitions between grade levels and between different programs or services

2018-19

New Modified Unchanged

Continually improve smooth transitions between grade levels and between different programs or services

2019-20

New Modified Unchanged

Continually improve smooth transitions between grade levels and between different programs or services

BUDGETED EXPENDITURES

2017-18

Source	Lottery
Budget Reference	Graduation Supplies, Staffing, and Security
Source	LCFF Base

2018-19

Source	Lottery
Budget Reference	Graduation Supplies, Staffing, and Security
Source	LCFF Base

2019-20

Source	Lottery
Budget Reference	Graduation Supplies, Staffing, and Security
Source	LCFF Base

Budget Reference	Field Trips/Transportation	Budget Reference	Field Trips/Transportation	Budget Reference	Field Trips/Transportation
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Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase access to Social Services and ongoing communication with Multi-agencies for Foster Youth

Increase access to Social Services and ongoing communication with Multi-agencies for Foster Youth

Increase access to Social Services and ongoing communication with Multi-agencies for Foster Youth

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference	Homeless Liaison
Source	Lottery
Budget Reference	

2018-19

Source	Title I
Budget Reference	Homeless Liaison
Source	Lottery
Budget Reference	

2019-20

Source	Title I
Budget Reference	Homeless Liaison
Source	Lottery
Budget Reference	

Mental Health and Social/Emotional
Interns with the university

Mental Health and Social/Emotional
Interns with the university

Mental Health and Social/Emotional
Interns with the university

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$547,532

Percentage to Increase or Improve Services: 13.56%

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

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

The District has previously funded services for low income, foster youth, and English Learner pupils at or above the calculated target rates. Due to declining enrollment and previously funding services at or above target rates, no increase in funds is calculated for the LCAP year. Based on the LCFF calculator, the District's LCFF target in the LCAP year is actually \$591,427 less than the District is currently funding services.

With 58.7% unduplicated pupils, the District is currently funding services for low income, foster youth, and English learner pupils above the calculated target rates in a district-wide manner by maintaining low class sizes district-wide, as well as providing home-to-school transportation. By maintaining low class sizes and providing home-to-school transportation, the District can better meet the needs of low income, foster youth, and English learner pupils. Additionally, Positive Behavior Interventions and Support Committees were created at each site and at the district level to improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry. Supplemental and concentration funds will also be used to pay for extra classified hours for community and parent outreach, professional development district-wide, and online licenses in order to offer a wider range of A-G courses.

As the District's funding was significantly reduced by the state, services for low income, foster youth, and English learner pupils were not reduced proportionally; therefore, the District will maintain its improved services at no less than the District's Supplemental and Concentration target rate relating to the designated pupils illustrated above. Additionally, the District will utilize Title I and Title III funds to improve services and communication strategies with non-English speaking parents.

Based on the Minimum Proportionality Percentage calculator, the District should be providing services for the unduplicated pupils at 13.56% calculated by the target Supplemental and Concentration funds divided by the Base grant funds. However, the District is maintaining its improved services to unduplicated pupils above the Supplemental and Concentration target rates for a higher proportionality than is required:

Supplemental and Concentration Services/Base Services = Proportionality Rate: $\$1,138,959/\$3,667,518 = 31.06\%$

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

(d) “High school graduation rate” shall be calculated as follows:

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	7,952,608.00	8,484,715.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness	60,760.00	9,000.00	0.00	0.00	0.00	0.00
Food Service	228,373.00	476,602.00	0.00	0.00	0.00	0.00
LCFF Base	3,799,577.00	3,589,944.00	0.00	0.00	0.00	0.00
LCFF Supplemental	1,170,477.00	981,988.00	0.00	0.00	0.00	0.00
Lottery	35,028.00	46,585.00	0.00	0.00	0.00	0.00
Lottery Prop 20	20,199.00	65,000.00	0.00	0.00	0.00	0.00
Maintenance	413,106.00	581,822.00	0.00	0.00	0.00	0.00
One-time Unrestricted	248,321.00	95,905.00	0.00	0.00	0.00	0.00
Special Education	1,569,618.00	2,074,626.00	0.00	0.00	0.00	0.00
Title I	364,426.00	482,236.00	0.00	0.00	0.00	0.00
Title II	41,318.00	45,623.00	0.00	0.00	0.00	0.00
Title III	1,405.00	35,384.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	7,952,608.00	8,484,715.00	0.00	0.00	0.00	0.00
	7,952,608.00	8,484,715.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	7,952,608.00	8,484,715.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Common Core	0.00	0.00	0.00	0.00	0.00	0.00
	Educator Effectiveness	60,760.00	9,000.00	0.00	0.00	0.00	0.00
	Food Service	228,373.00	476,602.00	0.00	0.00	0.00	0.00
	LCFF Base	3,799,577.00	3,589,944.00	0.00	0.00	0.00	0.00
	LCFF Supplemental	1,170,477.00	981,988.00	0.00	0.00	0.00	0.00
	Lottery	35,028.00	46,585.00	0.00	0.00	0.00	0.00
	Lottery Prop 20	20,199.00	65,000.00	0.00	0.00	0.00	0.00
	Maintenance	413,106.00	581,822.00	0.00	0.00	0.00	0.00
	One-time Unrestricted	248,321.00	95,905.00	0.00	0.00	0.00	0.00
	Special Education	1,569,618.00	2,074,626.00	0.00	0.00	0.00	0.00
	Title I	364,426.00	482,236.00	0.00	0.00	0.00	0.00
	Title II	41,318.00	45,623.00	0.00	0.00	0.00	0.00
	Title III	1,405.00	35,384.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00
Goal 2	0.00	0.00	0.00	0.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00

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