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	Muroc Joint Unified		
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2017-20 Plan Summary

THE STORY

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

Muroc Joint Unified School District is a K-12 unified school system of approximately 1,900 students, located in the Mojave Desert approximately 110 miles northeast of Los Angeles. It was founded as an elementary school in 1911, with one teacher and less than a dozen students. The school house was located at Edwards. Boron students were bused to the air base for their education. As the area became more populated, another school was established in 1929, in Boron. The schools became a unified district in 1953, encompassing 578 square miles in Kern and San Bernardino counties.

The District serves the communities of Boron, North Edwards and Edwards Air Force Base, and maintains four school sites and an adult learning center. A comprehensive junior-senior high school and TK-6 elementary school are located in Boron and a comprehensive junior-senior high school and TK-6 elementary school are located on Edwards Air Force Base. All of these schools have been awarded "California Distinguished School" status. The district is currently in the process of modernizing all school sites, with some facilities being completely replaced and one school being reopened for TK-3rd grades at Edwards Air Force Base. In order to accomplish this, the district passed a 21 million dollar school construction bond in November, 2016 to support the construction projects of the schools in Boron. Additionally, in the spring of 2017, the district was awarded 80 million dollars by the Office of Economic Adjustment related to the Department of Defense Public Schools on Military Installations Program. This money is being used to improve schools located on the base. The district retained WLC Architectural Services and WLC Construction Services for design and construction services respectively. The district is working with stakeholders from each community to ensure that the upgrades and improvements to the schools will best serve students for the next fifty years.

Muroc students have been a continual source of pride. From the early mining and flight test eras to today, they have netted top awards in everything from leadership and scholarship, to sports and fine arts. Over the years, a good number of our students have returned as fully credentialed teachers, support staff, and administrators, to support students with sincere concern in the district and the area where they grew up.

LCAP HIGHLIGHTS

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

The District has established the following LCAP goals to meet the needs of all students:

Goal 1—100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.

Goal 2—All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments (after baseline data has been established in 2015-16).

Goal 3—The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.

Goal 4—By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

Goal 5—The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

Goal 6—The district will actively seek to increase parent involvement in the schools/district academic programs/committees as measured by the parent survey and participation records of held meetings.

These goals support the goals established by the board for all students in the district:

1. Our students will be held to a very high standard of academic achievement preparing them for future success in higher education, careers and for life as productive citizens.
2. We will have well maintained, modern and appealing facilities to better support student learning, staff productivity and community safety.
3. We support the development of technology for instructional and administrative efficiency and preparing all students for the new digital age.
4. We are effective stewards of existing fiscal resources while developing additional funding for current programs, new initiatives, competitive employee compensation and a strong reserve.
5. All members of our educational community engage in positive interpersonal relationships promoting a team culture of cooperation, trust and respect.
6. Arts, athletics and student clubs are essential parts of the school experience and support increased student engagement, retention and achievement.
7. We promote physical and mental health through programs that encourage healthy living, improved nutrition, and access to personal counseling.

The district passed a general obligation bond in November 2016 for 21 million dollars to address the aging school facilities at West Boron Elementary School and Boron Jr/Sr High School, and received 80 million dollars in Federal grant monies to address Branch Elementary School and Desert Jr/Sr High School. Facility monies spent were in align with findings for FIT reports and projected projects in the 7 year facility plan. (State Priority 1)

The district moved into the second year of the recent math adoption with subsequent adjustments to aligning instruction with benchmark assessments. A new ELA curriculum was adopted to be used beginning the 2017/2018 school year via a textbook adoption committee consisting of teachers representing grades TK-12. Learning Directors attended as well, and helped to facilitate the process. As needed, teachers were given opportunities to visit each other classrooms on site to observe best practices related to working with English learners, socioeconomically disadvantaged students, students with special needs, and any additional support related to the recent math adoption. A district-wide professional development calendar was created for the year. Pacing guides and new report cards based on the common core state

standards were not created and these are areas that the district will be exploring after the implementation of the new ELA adoption. (State Priority 2)

Historically, the district has experienced very low parent turn out for LCAP meetings. Meetings have been held at various times throughout the day, at the district office and at each school site, in conjunction with other district-related meetings, and related to other district business. For the 2016-17 school year, in addition to two meetings being held at the district office which addressed the LCAP, the district sent representatives to three community meetings sponsored by other community groups to discuss district goals, plans, and programs related to the LCAP. The district also attended two town hall meetings sponsored by the local community to discuss the same topics. The district will continue to attend these and other available forums to discuss the LCAP with community members. (State Priority 3)

The district continued to use Think Central to administer standards-based benchmark assessments. Multiple assessments were given throughout the school year to students in grades 3-11. Data from these assessments assisted teachers and Learning Directors in identifying students who needed academic supports.
The district made significant progress in providing tiered levels of academic supports this year. Academically, the district invested in "My Lexia", an on-line and paper-based intervention tool with embedded assessments and supports for students struggling academically. These interventions began in December 2016 and were offered to all students TK-6 at each elementary school site for the first year. Learning Directors coordinated with teachers using benchmark assessments, daily grades, and state assessment data to identify students needing support and to determine those supports for specific students. Students would receive up to daily support, based on need, through My Lexia in their classroom setting and would continue to receive support until demonstrating mastery in areas of deficiency. (State Priority 4)

Students are held to a high level of accountability regarding behaviors, including school attendance. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. To help in these areas, the district utilized a variety of specific experts to provide necessary supports.
Learning Directors focued on classroom instruction, assessment data, and any needed academic supports. Beginning the 2016/2017 school year the district also hired an additional counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Part of the school counselor's responsibilities was to address students demonstrating poor school attendance. (State Priorities 5 & 6)

Beginning the 2016-17 school year the district added an additional CTE instructor at each comprehensive high school. CTE course offerings were expanded to include the following courses:
Construction Technologies—16 students
Advanced Construction Technologies—1 student
Industrial Technologies—24 students
Advanced Industrial Technologies—3 students
Design Graphics—32 students
Web Design—84 students
Graphic Production—11 students
Business Management—11 students
Publications—13 students

The district also expanded music classes into the elementary schools for grades 4-6 by hiring one additional music teacher. To address the need for adults in the community that lack a high school diploma, the district opened the Lynch Learning Center Adult School. Classes are offered two nights a week. Six students graduated with an adult education diploma in June 2017. The district also partnered with Cero Coso community college to offer Dual enrollment courses in US History, Government, and Economics at Boron Jr/Sr High School. The district plans to expand these courses to include English and Algebra for the 2017-18 school year. Students at Desert Jr/Sr High School were offered AP courses in English Literature, English Language, Chemistry, Physics, U.S. History, European History, and Calculus. The school is expanding into Art, Government, and Statistics. (State Priorities 7 & 8)

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Graduation rates continue to be a source of pride for the district and the community. Academic counselors, teachers, support staff, and administration all work together to support students throughout in ultimately obtaining a high school diploma. The district also recognized the importance of assisting those in the community who have not obtained a high school diploma and subsequently opened and adult learning center. In this setting, adults who have not obtained a high school diploma attend night classes twice a week and earn credits towards and adult education diploma. The district also provided college classes two nights a week through the adult learning center for entry-level college preparedness courses.
Students attending each high school have opportunities to earn college credits through Cero Coso Community College while taking high school classes. For the first time, students at Boron High School are able to earn college credits while working concurrently on high school credits. Through the National Math and Science Initiative (NMSI) students at Desert High School have also been given opportunities to attend additional AP courses. NMSI is a federal grant program that supports schools serving military dependent children. Desert High School became only the 2nd school in California to receive grant monies and have increased their AP offerings and supports to students in AP classes such as Saturday learning sessions, test tuition assistance, and monetary incentives for students who obtain qualifying AP scores.

The district has received monies through the CTEIG grant and expanded CTE course offerings at each high school in the industry sectors of Building and Construction Trades and Manufacturing and Product Development. Each high school previously had one CTE teacher. The district has doubled the amount of CTE instructors this year as well as sections of CTE related courses. The district has also received monies through the Adult Education Block Grant and have used monies to support the adult learning center classrooms and welding program held at Boron High School in the evenings.

The district provides a safe learning environment for students and the district has low suspension rates. Students are held to a high level of accountability regarding behaviors and they meet the expectations. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. To help in these areas, the district utilizes a variety of specific experts to provide necessary supports.
Learning Directors focus on classroom instruction, assessment data, and any needed academic supports. Beginning the 2016/2017 school year the district also hired an additional counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Due to the low percentage of EL students, the district's EL Coach is able to work individually with each EL student and their teacher(s) to ensure that they receive necessary supports. The district also has over 85% of English Learners progressing. The EL Coach promotes and monitors access to Rosetta Stone for all EL students and their families free of charge.

Test scores continue to rise as well. In 2016 the district met the LCAP goal to increase math and ELA scores by 10%. The district increased ELA scores by 15% and Math scores by 17%. The district is still slightly below the state averages, but is increasing at a greater rate than the state. The district introduced a Response to Intervention (RTI) program this year district-wide called My Lexia. Students were able to access this on-line program with tiered levels of intervention and were identified via benchmark testing data, state testing data, classroom grades, and teacher recommendations. Learning Directors directly monitor the effectiveness for each student. The district has also increased efforts to recruit and retain highly qualified teachers for students. Teacher recruitment has expanded internationally and signing bonuses are offered in difficult-to-fill positions such as special education, math, and science. The district recognizes the importance of high-quality instruction by highly qualified teachers, and benchmark and state test scores indicate the improvement of instruction in the classroom.

In order to build on current successes, the district plans to retain specific supports listed above. The district recognizes that many of these supports are still relatively new and no major adjustments will be made to staffing supports or the programs that have been put into place. The district will continue with the current RTI program while expanding access as needed. Learning Directors, Counselors, and EL Coach provide excellent support to students, teachers, and administration and will remain with minor adjustments to work duties to better support student learning. By example, school counselors will work with school psychologists starting the 2017/2018 school year to provide increased social supports to students who demonstrate behavior issues. The district EL Coach will also work with any foster or homeless students in the district and will represent the district in this area.

Grants which have been obtained will be continued and any additional grant opportunities will be explored. The adult learning center will continue to support those in the community who desire a diploma and the district will expand the number of nights that classes are offered on an as-needed basis. The district will continue to build upon CTE opportunities as well. With the additional Adult Education Block Grant monies, the district will be expanding the adult welding program from 2 nights to 3 nights and upgrading equipment as well. These courses are offered at night at Boron High School and are open to students as well.

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

GREATEST NEEDS

Under Suspension Rate, African American student suspension rate increased by 2.4%. Of the 149 students in this category, 6% were suspended at some point during the school year. Additionally, of the 224 students who are in the category Two or More Races, 2.7% were suspended at some point during the school year, a .6 percent increase from the previous year. In order to address this area, site administration will coordinate with site counseling staff to work with students exhibiting adverse behavior on campus. Site counselors will provide necessary supports to assist students in improving their behavior on a case by case basis ensuring individually tailored support.

In the area of mathematics, the 66 students who identify as two or more races scored 37.1 points below level 3. The most significant testing discrepancies include students with disabilities. In Mathematics, of the 103 students who tested, their scores averaged 133.5 points below level 3 with a 21.5 point decrease. Of the 105 students who tested in English Language Arts (ELA) the average score was 104.4 points representing a 6 point decrease. To address these test scores, students who score below level 3 will be given priority status for academic interventions. Learning Directors will use testing data to identify these students, and working with site administration and teachers, will coordinate consistent and relative RTI strategies into their school day. The district faces the same struggles due to the California teacher shortage as most other districts and has invested significant time and resources to recruit and retain highly qualified special education teachers. With this in mind, the district has hired two additional special education teachers who are new to the teaching profession and will be placed in tandem with veteran special education teachers to help train them. These teachers will spend the first year sharing a case load with their mentor teacher and both teachers will be available to provide extra services to struggling students in special education. Benchmark assessments will be used to track academic growth for all students and adjust individual RTI supports as needed.

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

PERFORMANCE GAPS

Under Suspension Rate, African American students performed 3 performance levels (red) below the "all student" performance level (green) and students identifying as two or more races performed 2 performance levels (orange) below the "all student" performance level (green). African American student suspension rate increased by 2.4%. Of the 149 students in this category, 6% were suspended at some point during the school year. Additionally, of the 224 students who are in the category Two or More Races, 2.7% were suspended at some point during the school year, a .6 percent increase from the previous year. In order to address this area, site administration will coordinate with site counseling staff to work with students exhibiting adverse behavior on campus. Site counselors will provide necessary supports to assist students in improving their behavior on a case by case basis ensuring individually tailored support.

Under the areas of both ELA and Mathematics students with disabilities performed 2 levels (red) below the "all student" level (yellow). In the area of mathematics, the 66 students who identify as two or more races scored 37.1 points below level 3. The most significant testing discrepancies include students with disabilities. In Mathematics, of the 103 students who tested, their scores averaged 133.5 points below level 3 with a 21.5 point decrease. Of the 105 students who tested in English Language Arts (ELA) the average score was 104.4 points representing a 6 point decrease. To address these test scores, students who score below level 3 will be given priority status for academic interventions. Learning Directors will use testing data to identify these students, and working with site administration and teachers, will coordinate consistent and relative RTI strategies into their school day. The district faces the same struggles due to the California teacher shortage as most other districts and has invested significant time and resources to recruit and retain highly qualified special education teachers. With this in mind, the district has hired two additional special education teachers who are new to the teaching profession and will be placed in tandem with veteran special education teachers to help train them. These teachers will spend the first year sharing a case load with their mentor teacher and both teachers will be available to provide extra services to struggling students in special education. Benchmark assessments will be used to track academic growth for all students and adjust individual RTI supports as needed.

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.

1. The district currently has 12 foster students. To better support these students, beginning the 2017/2018 school year, the current English Learner Coach will also serve as the district's new Foster Youth Coordinator. They will coordinate services in the local and regional areas to support these students. They will also coordinate with the new school counselors to provide continued counseling support as needed and will work with Learning Directors and teachers to ensure that these students have the necessary supports academically, socially, and emotionally. This work will also be coordinated and supported in conjunction with district and site administration.

2. Of the 43 English Learners district wide, 22 were redesignated for the 2016/2017 school year. For the upcoming school year, the district EL Coach will continue to work with students, teachers, and support staff in supporting English learners. The EL Coach will also provide additional support to teachers regarding the district's new ELA adoption which also comprises an EL component. Training will be offered through collaboration meetings for all teachers and additional training with individual teachers as needed. Learning directors will follow this training with on-site support related to the new ELA adoption and support to EL students as well as any other student who needs the extra support.

3. Low-income students will be better served in Language Arts through the new ELA adoption. The new adoption has components that address students who struggle. It has been eight years since the district's last ELA adoption and the new curriculum will better

support students who need enrichment, extra support, and need an EL component. This, coupled with our mathematics adoption implemented during the 2016/2017 school year will better address the academic needs of all students. The district is also exploring a teacher recruitment incentive program for those who chose to teach at either of the district's Title I schools.

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	$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$509,200.00

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.

$	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	100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 100% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 50% of all science of all science instruction will be aligned to NGSS. Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 50% of each classroom's instruction will be aligned to CCSS NGSS. District will provide at least 4 CCSS/NGSS related professional development opportunities. • All ELL students have full access to all CCSS and ELD standards. • All other academic content and performance standards adopted by the State Board of Education are fully implemented.	100% of each classroom's instruction was aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 100% of each classroom's instruction was aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 50% of all science of all science instruction was aligned to NGSS. Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction was aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction was aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 50% of each classroom's instruction was aligned to CCSS NGSS. The district did not provide at least 4 CCSS/NGSS related professional development opportunities at the level the district intended, but these were topics covered during collaboration meetings throughout the school year. • All ELL students have full access to all CCSS and ELD standards. • All other academic content and performance standards adopted by the State Board of Education are fully implemented.

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	ACTUAL
1. Continue to provide three learning directors district wide to assist teachers with instructional practices and coordinate educational suport services.	1. The district continued to provide three learning directors district wide to assist teachers with instructional practices and coordinate educational suport services.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Math professional development 5000-5999: Services And Other Operating Expenditures Base 25,000	Math professional development 5000-5999: Services And Other Operating Expenditures Base 25,000
Employee Cost for Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental 58,500	Employee Cost for Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental 58,500

Action 2

Actions/Services

PLANNED	ACTUAL
2. Continue to provide opportunity for training in best practices for English Language Learners for teachers.	2. The district continued to provide opportunity for training in best practices for English Language Learners for teachers.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500

Action 3

Actions/Services

PLANNED	ACTUAL
3. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.	3. The district continued to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500

Action 4

	PLANNED	ACTUAL
Actions/Services	4. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.	4. The district continued to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Release time 1000-1999: Certificated Personnel Salaries Supplemental 1,500	Teacher Release Time 1000-1999: Certificated Personnel Salaries Supplemental 1,500

Action   5

	PLANNED	ACTUAL
Actions/Services	5. Create a district wide professional development calendar to be used for the 2016/2017 school year.	5. A district wide professional development calendar was created for the 2016/2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Release time and cost of trainer/consultants. 1000-1999: Certificated Personnel Salaries Base 10,000	No outside trainers/consultants were hired 0

Action   6

	PLANNED	ACTUAL
Actions/Services	6. Purchase any additional math books per enrollment	6. No additional math books were required
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Buy Books 4000-4999: Books And Supplies Base 15,000	No additional math books were required 0

Action   7

	PLANNED	ACTUAL
Actions/Services	7. Continue to Implement supplemental common core materials for ELA	7. The district continued to Implement supplemental common core materials for ELA
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental Materials 4000-4999: Books And Supplies Base 21,000	Supplemental Materials 4000-4999: Books And Supplies Base 21,000

Action   8

	PLANNED	ACTUAL
Actions/Services	8. Continue training on math adopted math materials	8. The district continued training on math adopted math materials
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Release time 1000-1999: Certificated Personnel Salaries Base 1,500	Teacher Release Time 1000-1999: Certificated Personnel Salaries Base 1,500

Action   9

Actions/Services	PLANNED 9. Train all staff and implement the consistent use of Math pacing guide Develop ELA pacing guide	ACTUAL 9. No specific pacing guides were created. Teachers aligned benchmark assessments with math instruction.
Expenditures	BUDGETED Teacher and Academic Advisor Release time 1000-1999: Certificated Personnel Salaries Base 15,000	ESTIMATED ACTUAL Work of aligning benchmarks to math instruction did not require release time. 0

Action 10

Actions/Services	PLANNED 10. Train all staff and implement the use of an English Language Development curriculum guide.	ACTUAL 10. A new ELA curriculum was adopted that encompases an ELD component.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action 11

Actions/Services	PLANNED 11. Implement common core aligned report card, continue benchmarks	ACTUAL 11. The district is still moving towards Implementing a common core aligned report card. The district continued to administer benchmark assessments.
Expenditures	BUDGETED Continued cost of data management system 5000-5999: Services And Other Operating Expenditures Base 17,200	ESTIMATED ACTUAL Continued cost of data management system 5000-5999: Services And Other Operating Expenditures Base 17,200

Action 12

Actions/Services	PLANNED 12. Train staff on Google Apps, training on chromebook carts, more carts based on usage/need	ACTUAL 12. Training was provided on-site to staff on Google Apps and training related to chromebooks. The district purchased 4 additional chromebook carts.
Expenditures	BUDGETED Purchase 4 chromebook carts 4000-4999: Books And Supplies Base 40,000	ESTIMATED ACTUAL Purchased 4 chromebook carts 4000-4999: Books And Supplies Base 40,000

Action 13

Actions/Services	PLANNED 13. Adopt English Language Arts curriculum with embedded ELD component	ACTUAL 13. The district adopted English Language Arts curriculum with embedded ELD component
Expenditures	BUDGETED Purchase of curriculum materials 4000-4999: Books And Supplies Base 400,000	ESTIMATED ACTUAL Purchase of curriculum materials 4000-4999: Books And Supplies Base 430,000

Action   **14**

Actions/Services	PLANNED 14. Continuing with 30 minutes of daily ELD Instruction	ACTUAL 14. Continuing with 30 minutes of daily ELD Instruction
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

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 moved into the second year of the recent math adoption with subsequent adjustments to aligning instruction with benchmark assessments. A new ELA curriculum was adopted to be used beginning the 2017/2018 school year via a textbook adoption committee consisting of teachers representing grades TK-12. Learning Directors attended as well, and helped to facilitate the process. As needed, teachers were given opportunities to visit each other classrooms on site to observe best practices related to working with English learners, socioeconomically disadvantaged students, students with special needs, and any additional support related to the recent math adoption. A district-wide professional development calendar was created for the year. Pacing guides and new report cards based on the common core state standards were not created and these are areas that the district will be exploring after the implementation of the new ELA adoption.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district recognizes the benefits of teacher collaboration. By allowing teachers to observe effective classroom strategies, and coordinate with Learning Directors, the district is moving in a better direction regarding supporting new or struggling teachers. The next step for the district in this work is better documentation of visits, and the results of changes in practices due to those observations. Learning Directors have proven to be a good resource to teachers who may otherwise not seek assistance from site administration. Learning Directors were also an integral part of the district's ELA adoption. They were able to facilitate teacher focus groups and maintain the focus on adopting the best materials for all student groups.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were minor material differences between budgeted expenditures and estimated actual expenditures. It was decided to not bring in outside consultants or trainers during this school year as we were still adjusting to the new math curriculum, including adjusting benchmark assessments, preparing for the new ELA adoption, and implementing a new RTI program. The ELA adoption was only slightly more expensive than budgeted and no new math textbooks were needed.

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.

No changes were made to this goal.

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	All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments (after baseline data has been established in 2015-16).

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The percentage of students meeting or exceeding standards in 2015-2016 CAASPP interim and summative assessments for math and ELA will increase by 10%.

Priority 4
- State assessments:
1. The percentage of students meeting or exceeding standards in 2015-16 CAASPP summative assessments for math and ELA will increase by 10%. 2015-16 CAASPP results are pending.
2. The percentage of students scoring proficient or advanced in 2015-16 CST Science will increase by 10%.

CAASPP test scores will improve from 2015 to 2016 by 10% overall and in all subgroups.

ELA-45%
Math-32%

- API--N/A

- Percent of students completing UC/CSU required courses
45% District-Wide

- Percent of students completing a CTE Course Sequence

ACTUAL

The percentage of students meeting or exceeding standards in 2015-2016 CAASPP interim and summative assessments for math and ELA will increase by 10%.

Priority 4
- State assessments:
1. The percentage of students meeting or exceeding standards in 2015-16 CAASPP summative assessments for math increased by 17% and ELA increased by 15%.
2. The percentage of students scoring proficient or advanced in 2015-16 CST Science increased by 1%.

CAASPP test scores did improve overall from 2015 to 2016 by more than 10% overall, but did not improve in all subgroups. Studnts with disabilities did not increase in either mathematics or ELA and students identifying as two or more races declined in mathematics.

ELA-47%
Math-34%

- API--N/A

- Percent of students completing UC/CSU required courses
33% District-Wide

- Percent of students completing a CTE Course Sequence

55% CTE completion rate

- CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from 32.4% as measured by CELDT.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate of 40%

- Percent of students who passed AP exams with a score of 3 or higher is 20%

- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 35% ready and 40% conditional. For Math, 15% ready with another 20% conditional.

55% CTE completion rate

- CELDT-The percentage of English learner pupils who made progress toward proficiency will increased by 5% from 32.4% as measured by CELDT.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate was 51%

- Percent of students who passed AP exams with a score of 3 or higher is 20%

- Early Assessment Project (EAP) College Ready rates for math and ELA
For ELA, 35% ready and 40% conditional. For Math, 15% ready with another 20% conditional.

CAASPP Results Muroc Joint Unified School District

Comparing 2015 Muroc students to 2016 Muroc students

	ELA				MATH		
	2015	2016			2015	2016	
3rd	47	45	↓ 4%	3rd	51	45	↓ 12%
4th	38	43	↑ 13 %	4th	30	37	↑ 23%
5th	36	50	↑ 39%	5th	21	30	↑ 43%
6th	35	52	↑ 49%	6th	26	40	↑ 54%
7th	39	37	↓ 5%	7th	34	33	↓ 3%
8th	37	48	↑ 24%	8th	22	25	↑ 14%
11th	55	48	↓ 13%	11th	20	24	↑ 20%
Total	41	47	↑ 15%	Total	29	34	↑ 17%

LCAP Goal------- 10% Increase
Results------------15% Increase

LCAP Goal------- 10% Increase
Results------------17% Increase

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	1. Analysis of data from previous year's benchmark assessments and state testing was conducted, and adjustment of instruction to meet student need occured.
BUDGETED No Cost	**ESTIMATED ACTUAL** No Cost

Expenditures

Action 2

Actions/Services

PLANNED	ACTUAL

Expenditures	2. Provide lab time to parents of EL and re-designated EL to use Rosetta Stone by adding lab aid time. Continue to monitor effectiveness of Rosetta stone with students.		2. Lab time was provided for parents of EL students as needed, but no additional aide time was required. The district EL Coach continued to monitor effectiveness of Rosetta stone with students.
	BUDGETED Increase lab aid time 2000-2999: Classified Personnel Salaries Supplemental 18,000		ESTIMATED ACTUAL No additional cost

Action   3

Actions/Services	PLANNED 3. Purchase English Language Learner Curriculum as an embedded component of ELA adoption.		ACTUAL 3. The district purchased an English Language Learner Curriculum as an embedded component of the ELA adoption.
Expenditures	BUDGETED Purchase EL component of ELA adoption 4000-4999: Books And Supplies Supplemental 50,000		ESTIMATED ACTUAL Purchase EL component of ELA adoption (approximately 10% of total ELA adoption) 4000-4999: Books And Supplies Supplemental 43,000

Action   4

Actions/Services	PLANNED 4. Continue to explore and fully implement a uniformed foster youth process at each school site.		ACTUAL 4. The district continued to explore and fully implement a uniformed foster youth process at each school site.
Expenditures	BUDGETED No Cost		ESTIMATED ACTUAL No Cost

Action   5

Actions/Services	PLANNED 5. Purchase of RTI curriculum and support services		ACTUAL 5. The district purchased My Lexia as the district's RTI curriculum and support services
Expenditures	BUDGETED Curriculum materials 4000-4999: Books And Supplies Supplemental 200,000 Training and support 5000-5999: Services And Other Operating Expenditures Supplemental 25,000		ESTIMATED ACTUAL Curriculum materials 4000-4999: Books And Supplies Supplemental 64,120 No expenses related to training and support

Action   6

Actions/Services	PLANNED 6. Contiue to explore grant opportunities for Boron High School to defer AP examination fees.		ACTUAL 6. The district contiues to explore grant opportunities for Boron High School to defer AP examination fees.
Expenditures	BUDGETED No Cost		ESTIMATED ACTUAL No Cost

Action **7**

PLANNED	ACTUAL
6. With coordination of Learning Directors, offer parenting strategies, homework assistance, opportunities for assistance with other agencies, school attendance and working with school personnel.	6. With coordination of Learning Directors, the district is working to increase offerings of parenting strategies, homework assistance, opportunities for assistance with other agencies, school attendance and working with school personnel.
BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **8**

PLANNED	ACTUAL
7. Maintain Rosetta stone and monitor the usage and effectiveness of Rosetta Stone with English Learners.	7. The district maintained Rosetta stone and monitors the usage and effectiveness of Rosetta Stone with English Learners.
BUDGETED Maintain Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental 15,000	ESTIMATED ACTUAL Maintained Rosetta Stone Licenses 5000-5999: Services And Other Operating Expenditures Supplemental 15,000

Action **9**

PLANNED	ACTUAL
8. Begin offering concurrent enrollment at each Jr/Sr High School.	8. Each Jr/Sr High School offers concurrent enrollment courses through Cero Coso College
BUDGETED No cost	ESTIMATED ACTUAL No Cost

Action **10**

PLANNED	ACTUAL
9. Utilize Learning Directors to monitor student progress through RTI and assist in organizing intervention groups.	9. Learning Directors monitored student progress through RTI and assisted in organizing intervention groups.
BUDGETED No cost	ESTIMATED ACTUAL No Cost

Action **11**

PLANNED	ACTUAL
10. Ensure that 100% of teachers are using parent portal, and train any new staff on how to use in their classroom.	10. 100% of teachers are using parent portal.

Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action 12

Actions/Services	PLANNED 11. Focus on awards for academic improvement and achievement based on school, district, and state assessments.	ACTUAL 11. Schools focus on awards for academic improvement and achievement based on school, district, and state assessments.
Expenditures	BUDGETED Awards and Incentives 4000-4999: Books And Supplies Base 500	ESTIMATED ACTUAL Awards and Incentives 4000-4999: Books And Supplies Base 500

Action 13

Actions/Services	PLANNED 12. Create and promote attributes of successful students on each campus.	ACTUAL 12. Created and promoted attributes of successful students on each campus.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action 14

Actions/Services	PLANNED 13. Math support class at Boron High School	ACTUAL 13. Math support class at Boron High School provided.
Expenditures	BUDGETED Math Support teacher 1000-1999: Certificated Personnel Salaries Supplemental 55000 Math Support 3000-3999: Employee Benefits Supplemental 21000	ESTIMATED ACTUAL Math Support teacher 1000-1999: Certificated Personnel Salaries Supplemental 49173 Math Support 3000-3999: Employee Benefits Supplemental 24,004

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 continued to use Think Central to administer standards-based benchmark assessments. Multiple assessments were given throughout the school year to students in grades 3-11. Data from these assessments assisted teachers and Learning Directors in identifying students who needed academic supports. The district made significant progress in providing tiered levels of academic supports this year. Academically, the district invested in "My Lexia", an on-line and paper-based intervention tool with embedded assessments and supports for students struggling academically. These interventions began in December 2016 and were offered to all students TK-6 at each elementary school site for the first year. Learning Directors coordinated with teachers using benchmark assessments, daily grades, and state

assessment data to identify students needing support and to determine those supports for specific students. Students would receive up to daily support, based on need, through My Lexia in their classroom setting and would continue to receive support until demonstrating mastery in areas of deficiency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	During the month of December 2016, 210 students district-wide were identified and received academic supports through My Lexia. After initial assessment in the program, 21% were classified as "On Target" (scoring 80-100%), 26% were at "Some Risk" (scoring 31-79%), and 53% were at "High Risk" (1-30%). By February 2017 the program grew to include 614 students. Of those students, 16% were on target, 13% were at some risk, and 71% were high risk students. By April 2017 874 students were receiving supports with 21% on target, 12% at some risk, and 67% at high risk. The final benchmark data in June of 2017 showed 753 students receiving supports with 29% on target, 2% at risk and 69% at high risk. Overall, the district moved from an initial grouping of 44 students on target to 218 identified students on target. The percentage of students at some risk declined from 26% to 2% and the percentage of students at high risk rose from 53% to 69%. As the program expanded this year, and the number of students receiving supports increased, there was a significant shift of students out of the "Some Risk" category. The increase of "High Risk" students is attributed to greater identification of students needing assistance.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The district identified $225,000 for an intervention program, but the was able to find a program sufficient to the needs of students for significantly less. My Lexia has been purchased for 3 years. It did not become necessary to offer additional computer lab aide time for parents to use Rosetta Stone in the school's computer lab. Parents who wished to use the lab were able to do so within the previously allocated time.
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.	No changes were made to this goal.

<u>Annual Update</u>   **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	The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.

Priority 1

- Number/rate of teachers not fully credentialed : 4

- Number/rate of teachers teaching outside of subject area competence: 1

- Number/rate of teachers teaching ELs without authorization: 4

- Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 55

- Number/rate of students lacking their own textbook: 0

- Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary

ACTUAL

Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.

Priority 1

- Number/rate of teachers not fully credentialed : 7

- Number/rate of teachers teaching outside of subject area competence: 1

- Number/rate of teachers teaching ELs without authorization: 4

- Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 62

- Number/rate of students lacking their own textbook: 0

- Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary

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 1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	ACTUAL 1. Director of FOPT did have a bi-annual FIT walk in January and June with site principal and district administrator and revise 7 facility plan based on January FIT.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action	**2**

Actions/Services	PLANNED 2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	ACTUAL 2. Director of FOPT did have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action	**3**

Actions/Services	PLANNED 3. District will allocate 200,000 to 16-17 facilities projects.	ACTUAL 3. District allocated 200,000 to 16-17 facilities projects.
Expenditures	BUDGETED Repair district facilities 6000-6999: Capital Outlay Base 200,000	ESTIMATED ACTUAL Repair district facilities 6000-6999: Capital Outlay Base 200,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district passed a general obligation bond in November 2016 for 21 million dollars to address the aging school facilities at West Boron Elementary School and Boron Jr/Sr High School, and received 80 million dollars in Federal grant monies to address Branch Elementary School and Desert Jr/Sr High School. Facility monies spent were in align with findings for FIT reports and projected projects in the 7 year facility plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Projects that were completed this year directly supported students and were based on findings from FIT reports and planned projects in the 7 year facilty plan.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no changes to this goal.

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 4	By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 5
- Attendance Rate (District SIS): 96.5% for 2016-17.

Chronic Absenteeism Rate (District SIS): 10% for 2016-17.

- Middle School Dropout Rate: 0% for 2014-15.

- High School Dropout Rate: 0% for 2014-15
- High School Graduation Rate: 100% for 2014-15

Priority 6
- Suspension Rate (Data Quest): 2.3

- Expulsion Rate (Data Quest): 0.0

- District will conduct a survey of students. staff, and parent/guardians regarding school safety and school connectedness.

ACTUAL

Priority 5
- Attendance Rate (District SIS): 94% for 2016-17.

Chronic Absenteeism Rate (District SIS): 14% for 2016-17.

- Middle School Dropout Rate: 0% for 2014-15.

- High School Dropout Rate: 0.4% for 2014-15
- High School Graduation Rate: 96.4% for 2014-15

Priority 6
- Suspension Rate (Data Quest): 2.5

- Expulsion Rate (Data Quest): 0.0

- District conducted a survey of students. staff, and parent/guardians regarding school safety and school connectedness.

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	ACTUAL
1. Establish a district-sponsored Student Attendance Review Board (SARB) with representation of school administration and community members/leaders to regularly address habitual truant students and assist parents to ensure that their student will improve school attendance.	1. The district is still stablishing a district-sponsored Student Attendance Review Board (SARB) with representation of school administration and community members/leaders to regularly address habitual truant students and assist parents to ensure that their student will improve school attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Cost of services 5000-5999: Services And Other Operating Expenditures Supplemental 1,000	Cost of Services 5000-5999: Services And Other Operating Expenditures Supplemental 0

Action 2

Actions/Services

PLANNED	ACTUAL
2. Hire a counselor for each high school and it's feeder elementary school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success.	2. The district hired a counselor for each high school and it's feeder elementary school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Hire two school counselors 1000-1999: Certificated Personnel Salaries Supplemental 120,000 Hire two counselors 3000-3999: Employee Benefits Supplemental 43,500	Hire two school counselors 1000-1999: Certificated Personnel Salaries Supplemental Hire two counselors 3000-3999: Employee Benefits Supplemental

Action 3

Actions/Services

PLANNED	ACTUAL
3. Expand the implementation of PBIS at Desert Jr/Sr High School and all elementary schools, as well as expand PBIS at Boron Jr/Sr High School towards full implementation.	3. The district is still expand the implementation of PBIS at Desert Jr/Sr High School and all elementary schools, as well as expanding PBIS at Boron Jr/Sr High School towards full implementation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Supplies, incentives, and release time. 1000-1999: Certificated Personnel Salaries Base 2,000	Supplies, incentives, and release time. 1000-1999: Certificated Personnel Salaries Base 2,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students are held to a high level of accountability regarding behaviors, including school attendance. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. To help in these areas, the district utilized a variety of specific experts to provide necessary supports. Learning Directors focued on classroom instruction, assessment data, and any needed academic supports. Beginning the 2016/2017 school year the district also hired an additional counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Part of the school counselor's responsibilities was to address students demonstrating poor school attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The lack of a formal SARB board in our remote area is still an area difficulty for the district when addressing chronic absenteeism. School counselors began addressing this area during the 2016-17 school year, but will be even more involved moving forward. The school district has an attendance rate of 94% which has dropped by 1.5%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures. The district did not need to spend any supplemental monies on an informal SARB board.
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.	There are no changes to this goal.

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 5	The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 35% enrollment rate for Jr and Sr. 20% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 78% • Number/rate of AP courses offered (grades 9-12) 6 Ap courses • Rate of students enrolled in AP courses 32% • Rate of remedial course enrollment 7% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 6 classes total. (3 elementary, 3 middle/high school) / 75% course rate	Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 22% enrollment rate for Jr and Sr. 40% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 65% • Number/rate of AP courses offered (grades 9-12) 8 AP courses • Rate of students in grades 11th and 12th enrolled in AP courses 60% • Rate of remedial course enrollment 7% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate

- All K-8 grade students have full access to all courses in compliance with Ed. Code 51210. All students in grades 9-12 have ful access to all courses in compiance with Ed. Code 51220

Priority 8

- AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)

90% of students enrolled in an AP course has taken the AP exam

- All K-8 grade students have full access to all courses in compliance with Ed. Code 51210. All students in grades 9-12 have ful access to all courses in compiance with Ed. Code 51220

Priority 8

- AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)

64% of students enrolled in an AP course has taken the AP exam

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	ACTUAL
	1. Develop a monitoring system to gage the effectiveness of CTE course offerings.	1. The District investigated a monitoring system to gage the effectiveness of CTE course offerings. Beginning the 2017-18 school year the district will use SkillsUSA to monitor skills mastered in CTE course offerings.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action 2

Actions/Services	PLANNED	ACTUAL
	2. Develop a plan to increase business partnerships and/or internships and create a CTE Committee.	2. The district worked on a plan to increase business partnerships and/or internships and create a CTE Committee.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action 3

Actions/Services	PLANNED	ACTUAL
	3. Continue to maintain course offering	3. The district maintained existing course offerings.

Expenditures	BUDGETED Cost of teacher prep period buyouts 1000-1999: Certificated Personnel Salaries Base 100,000	ESTIMATED ACTUAL Cost of teacher prep period buyouts 1000-1999: Certificated Personnel Salaries Base

Action 4

Actions/Services	PLANNED 4. Maintain course offerings, offer additional course offerings, and hire one additoinal CTE instructor at each high school through CTEIG grant.	ACTUAL 4. The district maintained course offerings, offered additional course offerings, and hired one additoinal CTE instructor at each high school through CTEIG grant. The district also hired an additional music teacher to expand music into grades 4-6 at each elementary school.
Expenditures	BUDGETED materials to support classes 4000-4999: Books And Supplies Base 1500 CTE Instructors 1000-1999: Certificated Personnel Salaries Other 127,000	ESTIMATED ACTUAL materials to support classes 4000-4999: Books And Supplies Base 1,500 CTE Instructors/1 additional music teacher 1000-1999: Certificated Personnel Salaries Other 177,500

Action 5

Actions/Services	PLANNED 5. Continue to implement student portfolios	ACTUAL 5. The district continued to implement student portfolios
Expenditures	BUDGETED Materials 4000-4999: Books And Supplies Base 500	ESTIMATED ACTUAL Materials 4000-4999: Books And Supplies Base 500

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Beginning the 2016-17 school year the district added an additional CTE instructor at each comprehensive high school. CTE course offerings were expanded to include the following courses: Construction Technologies—16 students Advanced Construction Technologies—1 student Industrial Technologies—24 students Advanced Industrial Technologies—3 students Design Graphics—32 students Web Design—84 students Graphic Production—11 students Business Management—11 students Publications—13 students The district also expanded music classes into the elementary schools for grades 4-6 by hiring one additional music teacher. To address the need for adults in the community that lack a high school diploma, the district opened the Lynch Learning Center Adult School. Classes are offered two nights a week. Six

students graduated with an adult education diploma in June 2017. The district also partnered with Cero Coso community college to offer Dual enrollment courses in US History, Government, and Economics at Boron Jr/Sr High School. The district plans to expand these courses to include English and Algebra for the 2017-18 school year. Students at Desert Jr/Sr High School were offered AP courses in English Literature, English Language, Chemistry, Physics, U.S. History, European History, and Calculus. The school is expanding into Art, Government, and Statistics.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With the addition of two additional fulltime CTE instructors and the addition of three new CTE course offerings (Business management, Web Design, and Design Graphics) the district is addressing the goal to expand course offerings and establish career pathways for career readiness. The district's next steps are to better track student performance in all CTE courses. The addition of SkillsUSA for the 2017-18 school year will help the district to track data related to skills acquired through these programs. The addition of music classes for 4th-6th grade students has proven a great benefit to students. Elementary music programs were cut due to budgetary restrictions in 2009 and were reintroduced after parents inquired at a parent outreach meeting. The creation of the adult education school has also filled a needed role in the community. There are currently 18 students enrolled in the school with the first 6 graduates earning adult education diplomas in June 2017.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was an additional $50,500 spent in providing music programs to the elementary schools.
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.	There are no changes to this goal.

[Annual Update]{.underline}   **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 6	The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.

State and/or Local Priorities Addressed by this goal:

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

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED	**ACTUAL**
Increase the amount of parental involvement by 10% from the 2015-16 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. Priority 3 District identified • The district will hold 2 townhall meetings dedicated to the LCAP with one prior to 2nd quarter to target particpation from parents of unduplicated pupils and pupils with exceptional needs. ESTABLISH BASELINE DURING THE 2016/2017 SCHOOL YEAR Parent Engagement Continuum Ratings Adapted from CDE Family Engagement Framework District Principles Basic Progressive Innovative Build Capacity X Demonstrate Leadership X Resources: Fiscal & Other X Monitor Progress X Access & Equity X	The district did not see an increase in the amount of parental involvement by 10% from the 2015-16 school year as shown specifically by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey, but the district did move to attending 5 different public meetings already held in the community in addition to two public meetings hosted by the district. By doing this the district was able to discuss with a s significantly higher percentage of parents and community members. Priority 3 District identified • The district held 2 public meetings which discussed the LCAP and invited parents of all students, including unduplicated pupils and pupils with exceptional needs. ESTABLISH BASELINE DURING THE 2016/2017 SCHOOL YEAR Parent Engagement Continuum Ratings Adapted from CDE Family Engagement Framework District Principles Basic Progressive Innovative Build Capacity X Demonstrate Leadership X Resources: Fiscal & Other X Monitor Progress X Access & Equity X

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	ACTUAL
1. Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	1. The district continued to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships. The district coordinated with Edwards Air Force Base Public Affairs Office for outreach to parents.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action 2

Actions/Services

PLANNED	ACTUAL
2. Evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	2. The district is consistently researching new ways to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings. The district also coordinated with Edwards Air Force Base Public Affairs Office when it was appropriate to do so.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action 3

Actions/Services

PLANNED	ACTUAL
3. Continue to create online training for parents and guardians related of students with special needs based on parent input.	3. The district is still working to create online training for parents and guardians related of students with special needs based on parent input. No parent input on this matter was recieved.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No Cost	No Cost

Action **4**

Actions/Services

PLANNED	ACTUAL
4. Begin process to translate online training to various languages based on student enrollment.	4. As the district provides online trainings, it will ensure that translation otions are available.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Cost of translation services 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	No Cost

Action **5**

Actions/Services

PLANNED	ACTUAL
5. Create or make available parent trainings on school and district websites, or site computer labs. Trainings for parents will encompass site and District opportunities, academic strategies, common core, state testing, homework strategies and other student support techniques by adding additional computer lab aid time.	5. The district is still exploring the creation of any necessary parent trainings on school and district websites, or site computer labs. No lab aide time was added for this urpose for the 2016-17 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Cost of additional lab aid time 2000-2999: Classified Personnel Salaries Supplemental 18,000	No Cost

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.	Historically, the district has experienced very low parent turn out for LCAP meetings. Meetings have been held at various times throughout the day, at the district office and at each school site, in conjunction with other district-related meetings, and related to other district business. For the 2016-17 school year, in addition to two meetings being held at the district office which addressed the LCAP, the district sent representatives to three community meetings sponsored by other community groups to discuss district goals, plans, and programs related to the LCAP. The district also attended two town hall meetings sponsored by the local community to discuss the same topics. The district will continue to attend these and other available forums to discuss the LCAP with community members.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By partnering with existing public forums, the district improved communication with the community significantly. During the 2015-16 school year 6 individuals attended district-sponsored meetings related to the LCAP. By attending community meetings during the year in addition to the two district-sponsored meetings, the district was able to discuss the LCAP with over 60 individuals. The district will continue to attend these and other related community meetings in addition to district-sponsored meetings moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no additional lab aide time needed for this school year.
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.	There are no changes to this goal.

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 7	

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action   **1**

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.	

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.

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

Annual Update

LCAP Year Reviewed: 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 8

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action **1**

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.	

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.

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

Annual Update

LCAP Year Reviewed: 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 9	

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action **1**

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.	

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.

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

Annual Update   LCAP Year Reviewed: 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.

<table>
<tr><td rowspan="2"><h2>Goal
10</h2></td><td></td></tr>
<tr><td></td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action   **1**

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.	

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.

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

Annual Update   LCAP Year Reviewed: 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 11	

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action   **1**

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.	

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.

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

Annual Update   LCAP Year Reviewed: 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 12	

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action   1

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.	

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.

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

Annual Update   **LCAP Year Reviewed:**   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 13	

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL |

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**

ACTIONS / SERVICES

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

Action   **1**

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.	

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.

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

Annual Update

LCAP Year Reviewed: 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 14	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**

ACTIONS / SERVICES

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

Action **1**

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.	

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.

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

[Annual Update]{.underline}   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 15	

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

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

Action   **1**

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.	

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.

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.

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?

District Survey sent out May 25, 2017, via Survey Monkey to parents, staff, and students. Survey was available online, online at a school computer, and via paper copy. Stakeholders were notified about the availability of the survey through School Messenger, the district website, and district email.

Two District-Wide meetings were held during the 2016/2017 school year that discussed the LCAP. During the 2015/2016 school year multiple meetings were held with very low community attendance. The LCAP was also discussed at the site level to engage parents. At Desert Jr/Sr/ High School the LCAP was discussed with the PTO/SSC on 91/16, 1/12/17 and in collaboration meetings on 8/12/16 and 1/18/17. West Boron Elementary School Discussed the LCAP with the SSC on 9/13/16 and 1/17/17. It was discussed in collaboration on 2/8/17 as well. Branch Elementary School discussed the LCAP in collaboration meetings on 9/14/16, 9/21/16, 11/02/16, 11/08/16, 12/06/16, 1/25/17, 2/07/17, 3/29/17, 5/01/17. Boron Jr/Sr High School discussed the LCAP with the SSC on 9/21/16 and 2/22/17 and in collaboration meetings on 9/1/16, 11/30/16, and 3/1/17. The LCAP was discussed at the board meeting on October 12th, 2016 in open session; CAASPP data and LCAP goals and planned actions were discussed.

 LCAP goals and actions were also discussed during the 2/23 and 3/30 DAC Meetings .

The district sent representatives to five different public-sponsored meetings to discuss LCAP goals and seek feedback on programs, goals, and planned actions.

Administrators reviewed LCAP goals and and planned actions in September 2016 during the district leadership meeting. LCAP was a follow up discussion topic at all admin meetings throughout the school year.

The draft copy of the LCAP was sent for early review to KCSOS on June 8, 2017

Based on feedback and observations from the 15-16 LCAP, LCAP goals were not adjsuted, but actions to meet those goals were. The district's attendance at public meetings expanded opportunities to recieve feedback from the community. By was of example, based on comments recieved during the first of these public meetings, the district explored and added an additional music teacher to provide music instruction at the elementary school level.

Bargaining units were given opportunity to comment on the LCAP through staff meetings, collaboration meetings, and department meetings at the site and district level.

Superintendent did not receive comments that need written response.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Survey was used to continue to identify continuing and new needs for the LCAP to focus on.

Conversation and topics were addressed in the public meetings where the LCAP was discussed. The district will continue to hold a minimum of two public meetings related to the LCAP. The district will also continue to attend public meetings sponsored by community partners to discuss the LCAP.

The DAC helped guide the information gathering process, the review of LCAP led to discussion on goals and actions led to revising and/or clarifying actions and survey questions related to responses from the community on the conditions of schools, school safety, and overall educational program benefits.

Feedback was incorporated to ensure LCAP goals and actions were aligned to student needs.

Revised the LCAP based on the feedback gathered through the various sources. State testing data, and survey results were shared with stakeholders. As a result of feedback from stakeholders, Learning Directors will continue to work in their current capacity, shcool counselors will have an encreased role in working with chronic absent students and an additional music teacher will remain in place to provide music instruction at the elementary-aged level. Stakeholders agreed that the goals in the LCAP should remain the same for the 2017/2018 school year.

Review to ensure compliance.

Feedback was gathered and used to ensure goals and actions aligned to district and student needs.

Continued support for access to Rosetta Stone. General ideas on EL and the needs of the EL population.

Feedback on ELL goals was gathered, focus on continuing the use of Rosetta Stone for EL students and their families.

Focused on increasing input opportunities and methods to increase number of parents and community members participating. Moving forward, the district will continue to include parents and community members in the LCAP review and revision process at the site level, and will also hold community meetings focused on the LCAP and the progress towards meeting the established goals while also attending public meetings sponsored by community partners. The DAC meetings are essential to receiving parent input and regular DAC meetings will be held for the 2017/2018 school year. Efforts to engage the community in this process will be a continued focus of the school district.

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	100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

2. Based on classroom observations classrooms are not teaching common core 100%.
Based on classroom observations 100% of each classroom's instruction is aligned to CCSS math.
Based on classroom observations 80% of each classroom's instruction is aligned to CCSS ELA/ELD.
Based on classroom observations 25% of each classrooms's instruction is aligned to NGSS.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2-Implementation of state standards	Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction was aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's	100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each	100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each	100% of each classroom's instruction is aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. 75% of each classroom's instruction is aligned to common core ELA as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data. Priority 2 District identified • Based on site/district administration classroom walkthroughs and observations 100% of each

	instruction was aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 50% of each classroom's instruction was aligned to CCSS NGSS. • Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. • All ELL students have full access to all CCSS and ELD standards. • All other academic content and performance standards adopted by the State Board of Education are fully implemented.	classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 75% of each classroom's instruction will be aligned to CCSS NGSS. • Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. • All ELL students have full access to all CCSS and ELD standards.	classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS NGSS. • Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. • All ELL students have full access to all CCSS and ELD standards.	classroom's instruction will be aligned to CCSS math. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS ELA/ELD. Based on site/district administration classroom walkthroughs and observations 100% of each classroom's instruction will be aligned to CCSS NGSS. • Site and district administration monitor the alignment of all CCSS standards through walkthroughs and observations. • All ELL students have full access to all CCSS and ELD standards.

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	☒ All	☐ Students with Disabilities		☐ [Specific Student Group(s)]	
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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational suport services.	1. Continue to provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational suport services.	1. Continue to provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational suport services.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	85,000	Amount	85,000	Amount	85,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	Budget Reference	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	Budget Reference	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors

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 ☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Provide support and training for ELA adopted materials.	2. Provide support and training for ELA adopted materials as needed.	2. Provide support and training for ELA adopted materials as needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	20,000	Amount	5,000	Amount	5,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers

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	☐ [Specific Student Group(s)]
	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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Continue to provide opportunity for training in best practices for English Language Learners for teachers.	3. Continue to provide opportunity for training in best practices for English Language Learners for teachers.	3. Continue to provide opportunity for training in best practices for English Language Learners for teachers.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,500	Amount	1,500	Amount	1,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release

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	☐ [Specific Student Group(s)]

	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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.	4. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.	4. Continue to provide opportunities for training in best practices for Socioeconomically Disadvantaged students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1,500	Amount	1,500	Amount	1,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release

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	☐ [Specific Student Group(s)]
	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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.	5. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.	5. Continue to provide opportunity for teachers of students with special needs to attend classes for added authorizations according to student enrollment.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1,500	Amount	1,500	Amount	1,500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release

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	☒ [Specific Student Group(s)] Special Education
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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	6. Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	6. Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	33,000	Amount	33,000	Amount	33,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Cost of books/materials	Budget Reference	4000-4999: Books And Supplies Cost of books/materials	Budget Reference	4000-4999: Books And Supplies Cost of books/materials

Action **7**

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Continue training on math/ELA adopted materials as needed for newly hired staff members.	7. Continue training on math/ELA adopted materials as needed for newly hired staff members.	7. Continue training on math/ELA adopted materials as needed for newly hired staff members.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1,500	Amount	1,500	Amount	1,500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release

Action   **8**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Continue development of ELA pacing guide. Monitor Math pacing guide use for fidelity.	8. Train all staff and implement the consistent use of ELA pacing guide. Monitor Math pacing guide use for fidelity.	8. Train all staff and implement the consistent use of ELA pacing guide. Monitor Math pacing guide use for fidelity.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference: No Cost	Budget Reference: No Cost	Budget Reference: No Cost

Action 9

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

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

9.　　　Continue to work with teachers on ELD program.	9. Continue to work with teachers on ELD program.	9. Continue to work with teachers on ELD program.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action　　**10**

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

Students to be Served	☒ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]
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	**2018-19**	**2019-20**
☐ New　☐ Modified　☒ Unchanged	☐ New　☐ Modified　☒ Unchanged	☐ New　☐ Modified　☒ Unchanged
10.　　Continue benchmarks and common core aligned report cards	10. Continue benchmarks and common core aligned report cards	10. Continue benchmarks and common core aligned report cards

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	17,200	Amount	17,200	Amount	17,200
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of data management system	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of data management system	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of data management system

Action **11**

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
11. Continue google apps training, carts as needed	11. Continue google apps training, carts as needed	11. Continue google apps training, carts as needed

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 45,000	Amount 45,000	Amount 45,000

Source	Title VI	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase 4 Chromebook carts	Budget Reference	4000-4999: Books And Supplies Purchase 4 Chromebook carts	Budget Reference	4000-4999: Books And Supplies Purchase 4 Chromebook carts

Action **12**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
12. Continuing with 30 minutes of daily ELD Instruction	12. Continuing with 30 minutes of daily ELD Instruction	12. Continuing with 30 minutes of daily ELD Instruction

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action **13**

OR

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments (after baseline data has been established in 2015-16).

State and/or Local Priorities Addressed by this goal:

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

Identified Need

4. 18% proficient in Math and 31% in ELA performance on statewide standardized test as evidenced by progress on established baseline data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 Pupil Achievement	• State assessments: 1. The percentage of students meeting or exceeding standards in 2015-16 CAASPP summative assessments for math increased by 17% to 47% and ELA increased by 15% to 34%. 2. The percentage of students scoring proficient or advanced in 2015-16 CST Science increased by 1%. CAASPP test scores did improve from 2015 to 2016 by more than 10% overall, but did	The percentage of students meeting or exceeding standards in 2016-2017 CAASPP interim and summative assessments for math and ELA will increase by 10%. Priority 4 • State assessments: 1. The percentage of students meeting or exceeding standards in 2016-17 CAASPP summative assessments for math and ELA will increase by 10%. 2016-17 CAASPP results are pending. 2. The percentage of students scoring proficient or advanced in 2016-17 CST Science will increase by 10%.	The percentage of students meeting or exceeding standards in 2017-2018 CAASPP interim and summative assessments for math and ELA will increase by 10%. Priority 4 • State assessments: 1. The percentage of students meeting or exceeding standards in 2017-18 CAASPP summative assessments for math and ELA will increase by 10%. 2015-16 CAASPP results are pending. 2. The percentage of students scoring proficient or advanced in 2017-18 CST Science will increase by 10%.	The percentage of students meeting or exceeding standards in 2017-2018 CAASPP interim and summative assessments for math and ELA will increase by 10%. Priority 4 • State assessments: 1. The percentage of students meeting or exceeding standards in 2017-18 CAASPP summative assessments for math and ELA will increase by 10%. 2015-16 CAASPP results are pending. 2. The percentage of students scoring proficient or advanced in 2017-18 CST Science will increase by 10%.

	not improve in all subgroups. Students with disabilities decreased 21.5 points in mathematics and 6 points in ELA. Students identifying as two or more races declined in mathematics by 8.8 points .	CAASPP test scores will improve from 2016 to 2017 by 15% overall and in all subgroups.	CAASPP test scores will improve from 2016 to 2017 by 15% overall and in all subgroups.	CAASPP test scores will improve from 2016 to 2017 by 15% overall and in all subgroups.

ELA-47%
Math-34%

- API--N/A

- Percent of students completing UC/CSU required courses
42.3% District-Wide

- Percent of students completing a CTE Course Sequence

55% CTE completion rate

- CELDT-The percentage of English learner pupils who made progress toward proficiency will increased by 5% from 32.4% as measured by CELDT.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate was 51%

- Percent of students who passed AP exams with a score of 3 or higher is TBD

ELA-54%
Math-39%

- API--N/A

- Percent of students completing UC/CSU required courses
48% District-Wide

- Percent of students completing a CTE Course Sequence

60% CTE completion rate

- CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from previous year's CELDT data.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate of 50%

- Percent of students who passed AP exams with a score of 3 or higher is 25%

ELA-62%
Math-45%

- API--N/A

- Percent of students completing UC/CSU required courses
50% District-Wide

- Percent of students completing a CTE Course Sequence

65% CTE completion rate

- CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from previous year's CELDT data.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate of 50%

- Percent of students who passed AP exams with a score of 3 or higher is 30%

ELA-71%
Math-52%

- API--N/A

- Percent of students completing UC/CSU required courses
52% District-Wide

- Percent of students completing a CTE Course Sequence

70% CTE completion rate

- CELDT-The percentage of English learner pupils who make progress toward proficiency will increase by 5% from previous year's CELDT data.

We expect to see a 10% total increase in progress from a minimum of at least one level from the previous year's scores:

- EL reclassification rate

EL recalssification rate of 50%

- Percent of students who passed AP exams with a score of 3 or higher is 35%

	• Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 35% ready and 40% conditional. For Math, 15% ready with another 20% conditional.	• Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 37% ready and 42% conditional. For Math, 20% ready with another 25% conditional.	• Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 40% ready and 45% conditional. For Math, 30% ready with another 30% conditional.	• Early Assessment Project (EAP) College Ready rates for math and ELA For ELA, 42% ready and 47% conditional. For Math, 35% ready with another 30% conditional.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	1. Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

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 ☐ [Specific Student Group(s)]
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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Maintain and monitor effectiveness of Rosetta Stone.	2. Maintain and monitor effectiveness of Rosetta Stone	2. Maintain and monitor effectiveness of Rosetta Stone

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	17,000	Amount	17,000	Amount	17,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses

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   ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	3. Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	3. Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	1,500	Amount	1,500	Amount	1,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release Time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release Time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release Time

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Monitor and refine foster youth process and course offerings to ensure individual students receive an academic program best suited to their specific needs.	4. Monitor and refine foster youth process and course offerings to ensure individual students receive an academic program best suited to their specific needs.	4. Monitor and refine foster youth process and course offerings to ensure individual students receive an academic program best suited to their specific needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference No Cost	Budget Reference No Cost	Budget Reference No Cost

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5.　　Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	5. Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	5. Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	500	Amount	500	Amount	500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Travel and release time	Budget Reference	1000-1999: Certificated Personnel Salaries Travel and release time	Budget Reference	1000-1999: Certificated Personnel Salaries Travel and release time

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 ☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Monitor participation in grant opportunities to assistance with AP exam fees.	6. Monitor participation in grant opportunities to assistance with AP exam fees.	6. Monitor participation in grant opportunities to assistance with AP exam fees.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action **7**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	7. Maintain/expand concurrent enrollment opportunities for students at each Jr/Sr High School.	7. Maintain/expand concurrent enrollment opportunities for students at each Jr/Sr High School.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action **8**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Evaluate interventions and adjust as necessary.	8. Evaluate interventions and adjust as necessary.	8. Evaluate interventions and adjust as necessary.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,000	Amount	2,000	Amount	2,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and instructional materials	Budget Reference	4000-4999: Books And Supplies Materials and instructional materials	Budget Reference	4000-4999: Books And Supplies Materials and instructional materials

Action   **9**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
9. Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	9. Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	9. Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action   **10**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
10. Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.	10. Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.	10. Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2,000	Amount	2,000	Amount	2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Awards and Incentives	Budget Reference	4000-4999: Books And Supplies Awards and Incentives	Budget Reference	4000-4999: Books And Supplies Awards and Incentives

Action **11**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
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   **2018-19**   **2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
11.　　Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.	11. Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.	11. Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

Action **12**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount		Amount		Amount	

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	The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1. 25% of schools rate "exemplary" and 75% are rated "good" as evidenced by Facility Inspection Tool (FIT).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Services	Priority 1 • Number/rate of teachers not fully credentialed : 7 • Number/rate of teachers teaching outside of subject area competence: 1 • Number/rate of teachers teaching ELs without authorization: 4 • Number/rate of core classes taught by HQTs: BHS - 30 and DHS - 62	Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks. Priority 1 • Number/rate of teachers not fully credentialed : 2 • Number/rate of teachers teaching outside of subject area competence: 0 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 33 and DHS - 63	Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks. Priority 1 • Number/rate of teachers not fully credentialed : 0 • Number/rate of teachers teaching outside of subject area competence: 0 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 34 and DHS - 64	Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks. Priority 1 • Number/rate of teachers not fully credentialed : 0 • Number/rate of teachers teaching outside of subject area competence: 0 • Number/rate of teachers teaching ELs without authorization: 0 • Number/rate of core classes taught by HQTs: BHS - 35 and DHS - 65

| | • Number/rate of students lacking their own textbook: 0

 • Overall Facility rating from Facility Inspection Tool (FIT): 75% Good/ 25% Exemplary | • Number/rate of students lacking their own textbook: 0

 • Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary | • Number/rate of students lacking their own textbook: 0

 • Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary | • Number/rate of students lacking their own textbook: 0

 • Overall Facility rating from Facility Inspection Tool (FIT): 25% Good/ 75% Exemplary |

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	1. Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Budget Reference	Budget Reference	Budget Reference
No Cost	No Cost	

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 ☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	2. Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. District will allocate 25,000 to 17-18 facilities projects.	3. District will allocate 25,000 to 17-18 facilities projects.	3. District will allocate 25,000 to 17-18 facilities projects.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	25,000	Amount	25,000	Amount	25,000
Source	Base	Source	Base	Source	Base
Budget Reference	6000-6999: Capital Outlay Repair district facilities	Budget Reference	6000-6999: Capital Outlay Repair district facilities	Budget Reference	6000-6999: Capital Outlay Repair district facilities

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 4	By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

5. Decrease of habitual annual truancy by 15%.
6. 2.5% suspension rate as evidenced by attendance records.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Engagement	Priority 5 • Attendance Rate (District SIS): 94% for 2016-17. Chronic Absenteeism Rate (District SIS): 14% for 2016-17 • Middle School Dropout Rate: 0% for 2014-15 • High School Dropout Rate: .4% for 2014-15. • High School Graduation Rate: 96.4% for 2016-17 Priority 6 • Suspension Rate (Data Quest): 2.5	Priority 5 • Attendance Rate (District SIS): 95% for 2017-18. Chronic Absenteeism Rate (District SIS): 10% for 2017-18 • Middle School Dropout Rate: 0% for 2015-16 • High School Dropout Rate: 0% for 2015-16. • High School Graduation Rate: 100% for 2017-18 Priority 6 • Suspension Rate (Data Quest): 2.1	Priority 5 • Attendance Rate (District SIS): 95.5% for 2018-19. Chronic Absenteeism Rate (District SIS): 8% for 2018-19 • Middle School Dropout Rate: 0% for 2016-17 • High School Dropout Rate: 0% for 2016-17 • High School Graduation Rate: 100% for 2018-19 Priority 6 • Suspension Rate (Data Quest): 2.0	Priority 5 • Attendance Rate (District SIS): 96% for 2019-20. Chronic Absenteeism Rate (District SIS): 7% for 2019-20 • Middle School Dropout Rate: 0% for 2017-18 • High School Dropout Rate: 0% for 2017-18 • High School Graduation Rate: 100% for 2019-20 Priority 6 • Suspension Rate (Data Quest): 2.0

	• Expulsion Rate (Data Quest): 0.0 • The percentage of students, staff, and parents who feel safe will increase by 10% from the 2016-17 survey results.	• Expulsion Rate (Data Quest): 0.0 • The percentage of students, staff, and parents who feel safe will increase by 10% from the 2017-18 survey results.	• Expulsion Rate (Data Quest): 0.0 • The percentage of students, staff, and parents who feel safe will increase by 10% from the 2018-19 survey results.	• Expulsion Rate (Data Quest): 0.0 • The percentage of students, staff, and parents who feel safe will increase by 10% from the 2019-20 survey results.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Monitor effectiveness of the District-sponsored Student Attendance Review Board (SARB)	1. Monitor effectiveness of the District-sponsored Student Attendance Review Board (SARB)	1. Monitor effectiveness of the District-sponsored Student Attendance Review Board (SARB)

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,000	Amount	1,000	Amount	1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of services	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of services	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of Services

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   ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Full implementation of PBIS at Boron Jr/Sr HS, and expansion at Desert Jr/Sr HS and the elementary schools towards full implementation.	2. Full implementation of PBIS at Boron Jr/Sr HS, and expansion at Desert Jr/Sr HS and the elementary schools towards full implementation.	2. Full implementation of PBIS at all schools

BUDGETED EXPENDITURES

2017-18

Amount	4,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Incentives and release time

2018-19

Amount	4,000
Source	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined Incentives and release time

2019-20

Amount	4,000
Source	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined Incentives and release time

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 5	The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

7. 14% enrollment of students in grades 7-12 in CTE courses as evidenced by transcripts.
8. AP exam participation rate was 89%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Access	Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 22% enrollment rate for Jr and Sr. 40% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 65% • Number/rate of AP courses offered (grades 9-12) 8 AP courses • Rate of students in grades 11th and 12th enrolled in AP courses 60%	Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 25% enrollment rate for Jr and Sr. 42% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 67% • Number/rate of AP courses offered (grades 9-12) 10 AP courses • Rate of students in grades 11th and 12th enrolled in AP courses 62%	Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 27% enrollment rate for Jr and Sr. 44% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 69% • Number/rate of AP courses offered (grades 9-12) 10 AP courses • Rate of students in grades 11th and 12th enrolled in AP courses 64%	Priority 7 • Rate of students enrolled in CTE courses (grades 7-12) 29% enrollment rate for Jr and Sr. 46% overall. • Rate of students enrolled in UC/CSU required courses (grades 9-12) 71% • Number/rate of AP courses offered (grades 9-12) 11 AP courses • Rate of students in grades 11th and 12th enrolled in AP courses 65%

	• Rate of remedial course enrollment 7% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Priority 8 • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 64% of students enrolled in an AP course has taken the AP exam	• Rate of remedial course enrollment 6% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Priority 8 • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 70% of students enrolled in an AP course has taken the AP exam	• Rate of remedial course enrollment 5% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Priority 8 • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 75% of students enrolled in an AP course has taken the AP exam	• Rate of remedial course enrollment 5% • Undiplicated pupils have access to full course of study • Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Priority 8 • AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes) 80% of students enrolled in an AP course has taken the AP exam

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	1. Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	1. Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	100,000	Amount	100,000	Amount	100,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Cost of Salaries

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	☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Explore at least one internship with local business partners for each high school.	2. Establish at least one internship with local business partners for each high school.	2. Maintain Internship opportunities at each high school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Budget Reference — No Cost	Budget Reference — No Cost	Budget Reference — No Cost

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	☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	3. Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	3. Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	1500	Amount	1500	Amount	1500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies materials to support classes	Budget Reference	4000-4999: Books And Supplies materials to support classes	Budget Reference	4000-4999: Books And Supplies materials to support classes
Amount	64000	Amount	32,000	Amount	0
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors
Amount	64000	Amount	95,000	Amount	127,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors

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	☐ [Specific Student Group(s)]

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

4. Continue to implement student portfolios

2018-19

☐ New ☐ Modified ☒ Unchanged

4. Continue to implement student portfolios

2019-20

☐ New ☐ Modified ☒ Unchanged

4. Continue with student portfolios

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies materials

2018-19

Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials

2019-20

Amount	500
Source	Base
Budget Reference	4000-4999: Books And Supplies Materials

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 6	The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

3. Series of 3 town hall meetings were provided in each community including Boron, North Edwards, and Edwards Air Force Base during the 2014/2015 school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Involvement	Increase the amount of parental involvement by 10% from the 2016-17 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. The district will continue to attend other public meetings and will discuss the LCAP at a minimum of two of those meetings. Priority 3 District identified • The district will host 2 public meetings discussing the LCAP during the school year to target particpation from parents of unduplicated pupils and	Increase the amount of parental involvement by 10% from the 2017-18 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. The district will continue to attend other public meetings and will discuss the LCAP at a minimum of two of those meetings. Priority 3 District identified • The district will host 2 public meetings discussing the LCAP during the school year to target particpation from parents of unduplicated pupils and	Increase the amount of parental involvement by 10% from the 2018-19 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. The district will continue to attend other public meetings and will discuss the LCAP at a minimum of two of those meetings. Priority 3 District identified • The district will host 2 public meetings discussing the LCAP during the school year to target particpation from parents of unduplicated pupils and	Increase the amount of parental involvement by 10% from the 2019-20 school year as shown by quorum attendance at District and site level meetings, and increased number of parent response on the parent survey. The district will continue to attend other public meetings and will discuss the LCAP at a minimum of two of those meetings. Priority 3 District identified • The district will host 2 public meetings discussing the LCAP during the school year to target particpation from parents of unduplicated pupils and

	pupils with exceptional needs.	pupils with exceptional needs.	pupils with exceptional needs.	pupils with exceptional needs.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	1. Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	1. Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	2. Continue to evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other current media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	2. Continue to evaluate the effectiveness of utilizing and research new ways to utilize the District Facebook page, District website, School Messenger, and other current media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

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 ☒ [Specific Student Group(s)] Special Education

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Continue and expand online training for parents and guardians related of students with special needs based on parent input.	3. Monitor online training for parents and guardians related of students with special needs based on parent input.	3. Monitor online training for parents and guardians related of students with special needs based on parent input.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Translate current online training to various languages based on student enrollment.	4. Continue to translate current online training to various languages based on student enrollment.	4. Continue to translate current online training to various languages based on student enrollment.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	2,000	Amount	2,000	Amount	2,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of translation services	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of translation services	Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of translation services

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 ☐ [Specific Student Group(s)]

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Maintain lab time for parents as needed.	5. Maintain lab time for parents as needed.	5. Maintain lab time for parents as needed.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	18,000	18,000	18,000
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Continued employee costs	2000-2999: Classified Personnel Salaries Continued employee costs	2000-2999: Classified Personnel Salaries Continued Employee costs

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	☐ [Specific Student Group(s)]

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Review and evaluate effectiveness, and revise trainings as needed.	6. Review and evaluate effectiveness, and revise trainings as needed.	6. Review and evaluate effectiveness, and revise trainings as needed.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	No Cost

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 7

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 8	

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 9	

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 10

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 11

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 12	

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 13

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 14

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

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 15

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $543,427   Percentage to Increase or Improve Services: 3.75%

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 will be spending supplemental grant funding as determined by the district's goals as outlined in section 2 of this LCAP and actions to progress towards those goals as outlined in section 2. Services and expenditures funded with supplemental monies will be principally directed to support the unduplicated students.

Muroc Joint Union School District has an unduplicated rate of 28.69%. Beyond directly targeted services outlined in Section 2, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to provide district-wide interventions. Although interventions will implemented district-wide, they will be principally directed at the unduplicated popluation because they represent the majority of students needing those interventions. The alternative would be to provide interventions only for targeted pupils. In the spirit of education, and the LCAP, it is unreasonable to exclude a student in need of intervention and allow them to fall behind simply because they are not generating supplemental monies.

Interventions under the RTI model have been demonstrated as effective as indicated in research conducted by Richard DuFour, Rebecca DuFour, Robert Eacker, Thomas Many, and Robert J Marzano. RTI interventions will be provided to all students, on a dedicated and scheduled basis with direct monitoring from a site-dedicated Learning Director.

Services for low income, foster youth, and English learners will be increased/improved as identified in Section 2 of this Local Control Accountability Plan in the following areas:

Increase professional development for staff

- Maintenance of EL component of ELA curriculum
- Maintenance of targeted intervention program
- Expand before/after school programs
- Increase time for Academic Adviser
- Expand availability of parent resources
- Increase parent outreach
- Provide additional Learning Director so that each school site has dedicated and individualized support.

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

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.

  o 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. S 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	1,607,700.00	1,174,997.00	509,200.00	493,200.00	493,200.00	1,495,600.00
	0.00	0.00	0.00	0.00	18,000.00	18,000.00
Base	849,200.00	739,200.00	270,700.00	331,700.00	363,700.00	966,100.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	127,000.00	177,500.00	64,000.00	32,000.00	0.00	96,000.00
Supplemental	631,500.00	258,297.00	129,500.00	129,500.00	111,500.00	370,500.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title VI	0.00	0.00	45,000.00	0.00	0.00	45,000.00

* 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	1,607,700.00	1,174,997.00	509,200.00	493,200.00	493,200.00	1,495,600.00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	4,000.00	4,000.00	8,000.00
1000-1999: Certificated Personnel Salaries	493,500.00	293,173.00	345,000.00	325,000.00	325,000.00	995,000.00
2000-2999: Classified Personnel Salaries	36,000.00	0.00	18,000.00	18,000.00	18,000.00	54,000.00
3000-3999: Employee Benefits	64,500.00	24,004.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	728,500.00	600,620.00	84,000.00	84,000.00	84,000.00	252,000.00
5000-5999: Services And Other Operating Expenditures	85,200.00	57,200.00	37,200.00	37,200.00	37,200.00	111,600.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	200,000.00	200,000.00	25,000.00	25,000.00	25,000.00	75,000.00

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

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	1,607,700.00	1,174,997.00	509,200.00	493,200.00	493,200.00	1,495,600.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	4,000.00	4,000.00	8,000.00
1000-1999: Certificated Personnel Salaries	Base	128,500.00	3,500.00	191,500.00	203,500.00	235,500.00	630,500.00
1000-1999: Certificated Personnel Salaries	Other	127,000.00	177,500.00	64,000.00	32,000.00	0.00	96,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	238,000.00	112,173.00	89,500.00	89,500.00	89,500.00	268,500.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	18,000.00	18,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	36,000.00	0.00	18,000.00	18,000.00	0.00	36,000.00
3000-3999: Employee Benefits	Supplemental	64,500.00	24,004.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	478,500.00	493,500.00	37,000.00	82,000.00	82,000.00	201,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	250,000.00	107,120.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Title VI	0.00	0.00	45,000.00	0.00	0.00	45,000.00
5000-5999: Services And Other Operating Expenditures	Base	42,200.00	42,200.00	17,200.00	17,200.00	17,200.00	51,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	43,000.00	15,000.00	20,000.00	20,000.00	20,000.00	60,000.00

Total Expenditures by Object Type and Funding Source

	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
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	200,000.00	200,000.00	25,000.00	25,000.00	25,000.00	75,000.00

* 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	206,200.00	191,200.00	191,200.00	588,600.00
Goal 2	23,000.00	23,000.00	23,000.00	69,000.00
Goal 3	25,000.00	25,000.00	25,000.00	75,000.00
Goal 4	5,000.00	5,000.00	5,000.00	15,000.00
Goal 5	230,000.00	229,000.00	229,000.00	688,000.00
Goal 6	20,000.00	20,000.00	20,000.00	60,000.00
Goal 7	0.00			
Goal 8	0.00			
Goal 9	0.00			
Goal 10	0.00			

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