

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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 Air Force Base. 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 Assessment Blocks (IABs), Interim Comprehensive Assessments (ICAs), and CAASPP Summative assessments (after baseline data has been established in 2018-2019).

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 2021 school year, the District will decrease Chronic Absenteeism by 10% compared to the baseline data established during the 2018-19 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. The West Boron Elementary and Boron High School construction project was completed in May 2019. Construction has begun for the first phase of the project for Branch and Desert schools. Facility monies spent were in align with findings for FIT reports and projected projects in the 7-year facility plan. (State Priority 1)

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 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 2018-19 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 and SchoolCity 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 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 focused on classroom instruction, assessment data, and any needed academic supports. The district continued to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success with the use of an

additional counselor. The counselor also supported 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. In 2018, the district hired a Wrap-Around Service Counselor to support the needs of high-risk groups which is in alignment with Assembly Bill No. 2246. The Wrap-Around Service Counselor will provide social-emotional support to high-risk students outside the operating hours of school. (State Priorities 5 & 6)

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

## **Greatest Progress**

Graduation rates continue to be a source of pride for the district and the community. All schools are showing blue on the Dashboard, with a 96.3 % graduation rate and a decrease of 1.4% due to early students graduating early. 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 an adult learning center. The district graduated 3 adult education students in 2019. In this setting, adults who have not obtained a high school diploma attend night classes twice a week and earn credits towards an 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 Cerro 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, Information and Communication Technologies, 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 a welding program held at Boron High School in the evenings.

The district provides a safe learning environment for students. 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. The district continued to support English Learners, Foster Youth, and Socioeconomically Disadvantaged students to promote school attendance and academic success with the use of an additional counselor. The counselor also supports 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.

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. For 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.

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

## **Greatest Needs**

The 2018 Dashboard report for suspension rates indicated that the "All Students" category is currently in the orange. Student groups that are currently in the red are as follows: African American, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities. Student groups that are currently in the orange are as follows: Filipino and White. In order to address this area of need, site administration will coordinate with site counseling staff to work with students exhibiting adverse behaviors on campus. Site counselors and classroom teachers will provide necessary supports to assist students in improving their behavior on a case by case basis ensuring individually tailored support. The district is also addressing improvement of classroom management and redesigning discipline policies to include more alternatives to suspension or expulsion options that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in AB 48900.5.



The most significant testing discrepancies include students with disabilities. In Mathematics, of the 138 students who tested, their scores averaged 139 points below standard and maintained at 1.7 points as shown on the California Dashboard. Of the 138 students who tested in English Language Arts (ELA) the average score was 112.7 points below standard and maintained at 0.8 points as shown on the California Dashboard. 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 will hire an additional special education teacher. New teachers will be provided numerous opportunities for professional development in various teaching pedagogies. Benchmark assessments will be used to track academic growth for all students and adjust individual RTI supports as needed. Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

Although there are several categories of students in orange and red, there are no performance gaps per the dashboard. All students, white and Hispanic populations are in orange for ELA and Math.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

Boron Junior-Senior High School

### **Support for Identified Schools**

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

Boron Junior-Senior High School was identified for comprehensive support and improvement in 2018. Boron Junior-Senior High School is working in conjunction with Kern County Superintendent of Schools to identify the problem of practice, root cause analysis, and action plan, to remedy these issues.

### **Monitoring and Evaluating Effectiveness**

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

Boron Junior-Senior High School was identified for comprehensive support and improvement in 2018. Boron Junior-Senior High School is working in conjunction with Kern County Superintendent of Schools to identify the problem of practice, root cause analysis, and action plan, to remedy these issues. After identifying the problem of practice and root cause analysis, continuous support and improvement team will meet on a monthly basis to evaluate and progress monitor the implementation of the action plan.

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

All classrooms will implement state standard instruction with a focus on rigor and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2. Implementation of State Standards

Local Priorities: NA

## Annual Measurable Outcomes

Expected	Actual
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS math.	All classrooms instruction will be aligned to CCSS math. 100%
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS ELA/ELD	All classrooms instruction will be aligned to CCSS ELA/ELD 100%
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS NGSS.	All classrooms instruction will be aligned to CCSS NGSS 100%
Priority 2 (b) Implementation of state standards	EL students are given 30 minutes of designated instruction and integrated ELD every day 100%



Expected

Actual

EL students are given 30 minutes of designated instruction and integrated ELD every day

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services principally directed toward our unduplicated students.	Since supplemental funding was lower than expected the district provided three Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services principally directed toward our unduplicated students.	<p>\$308,320 Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors</p> <p>\$108,726 Supplemental 3000-3999: Employee Benefits</p>	<p><b>\$308,320</b> Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors</p> <p><b>\$108,726</b> Supplemental 3000-3999: Employee Benefits</p>

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support and training for ELA adopted materials to principally support unduplicated students.	District provided support and training for ELA adopted materials to principally support unduplicated students.	<p>\$5,000 Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers</p>	<p><b>\$5,000</b> Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers</p>

		\$4,000 Supplemental 3000-3999: Employee Benefits	<b>\$4,000</b> Supplemental 3000-3999: Employee Benefits
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental training in best practices for English Language Learners for teachers.	District provided supplemental training in best practices for English Language Learners for teachers.	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	<b>\$1,500</b> Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide training in best practices for socioeconomically disadvantaged students	District continued to provide training in best practices for socioeconomically disadvantaged students	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	<b>\$1,500</b> Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.	District continued to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.	\$1,500 Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	<b>\$1,500</b> Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	Purchased any additional math books per enrollment and ELA materials from the most recent ELA adoption.	\$33,000 Base 4000-4999: Books And Supplies Cost of books/materials	<b>\$33,000</b> Base 4000-4999: Books And Supplies Cost of books/materials

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.	District provided additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	<b>\$1,500</b> Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL Coach will continue to work with teachers on ELD program.	EL Coach continued to work with teachers on ELD program.	\$80,946 Supplemental 1000-1999: Certificated Personnel Salaries  \$27,867 Supplemental 3000-3999: Employee Benefits	<b>\$80,946</b> Supplemental 1000-1999: Certificated Personnel Salaries  <b>\$27,867</b> Supplemental 3000-3999: Employee Benefits

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue benchmarks and create common core aligned report cards	District continued benchmarks and create common core aligned report cards	\$17,200 Base 5000-5999: Services and other operating expenditures cost of data management system	<b>\$17,200</b> Base 5000-5999: Services and other operating expenditures cost of data management system

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue google apps training, carts as needed.	Continued google apps training, carts as needed.	\$45,000 Title VI 4000-4999: Books and Supplies Purchase 4 Chromebook carts	<b>\$45,000</b> Title VI 4000-4999: Books and Supplies <b>Purchase 4</b> <b>Chromebook carts</b>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuing with 30 minutes of designated ELD Instruction	Continued with 30 minutes of designated ELD Instruction	No cost	No cost

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>The implementation of Common Core standards will be measured through the usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.</p>	<p>The implementation of Common Core standards will be measured through the usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.</p>	<p>\$1,500 Base 5000-5999: Services and other operating expenditures cost of data management system</p>	<p><b>\$1,500</b> Base 5000-5999: Services and other operating expenditures cost of data management system</p>
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### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to</p>	<p>Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year,</p>	<p>\$112,000 Supplemental 1000-1999: Certificated Personnel Salaries Cost of teacher salaries</p> <p>\$28,000 Supplemental 3000-3999: Employee Benefits</p>	<p><b>\$112,000</b> Supplemental 1000-1999: Certificated Personnel Salaries Cost of teacher salaries</p> <p><b>\$28,000</b> Supplemental 3000-3999: Employee Benefits</p>

<p>offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.</p>	<p>the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.</p>		
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## 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 fourth year of the recent math adoption with subsequent adjustments to aligning instruction with benchmark assessments. The district moved into the second year of the recent ELA adoption. The district provided additional training for all k-12 teachers. Learning directors worked with teachers to implement the adoption and ensure common core standards was being delivered with fidelity. As needed, teachers were given the opportunities to visit each other classrooms onsite 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 and ELA adoption.

Actions 1-13 were all implemented

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, which allowed the district to increase rigor in the classrooms. 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, as a priority, have provided assistance to teachers who may otherwise not seek assistance from site administration. Learning Directors were also an integral part of the district's ELA implementation. 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.

Action 1 was had a difference from expected \$308,000 for four learning directors to actual for three learning directors ????.

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.

Due to lack of supplemental funds, the district did not refill the Learning Director position at Boron Junior-Senior High School after it was vacated. The district is not making any other changes to this goal as we are continuing to stay the course to allow time to analyze results.

## 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 Pupil Achievement

Local Priorities: NA

### Annual Measurable Outcomes

Expected	Actual
ELA-54% Math-40%	ELA-43% Math-34%
API—NA	API—NA
Percent of students completing UC/CSU required courses- 50% District-Wide	Percent of students completing UC/CSU required courses- 77% District-Wide
Percent of students completing a CTE Course Sequence- 60% CTE completion rate	Percent of students completing a CTE Course Sequence- 12% CTE completion rate
Establish baselines within the ELPAC	(Not on Dashboard yet), English Language Learners CAASPP scores are as follows: ELA-85.6 points below standard, Math-117.5 points below standard.
EL reclassification rate- 60%	EL reclassification rate- 98%

### Actions / Services

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

#### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	District reviewed data from this year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	No cost	No cost
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and monitor effectiveness of Rosetta Stone.	Maintained and monitored effectiveness of Rosetta Stone.	\$17,000 Supplemental 5000-5999: Services and Other Operating Expenditures Maintain Rosetta Stone Licenses	<b>\$17,000</b> Supplemental 5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	Teachers analyzed data in regards to ELL students and new staff attended training prior to the start of the school year.	\$1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	<b>\$1,500</b> Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will attend McKinney Vento trainings annually.	The district attended McKinney Vento trainings annually.	No cost	No cost

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	District maintained established partnerships with agencies to provide uniform services to foster students.	\$500 Base 1000-1999: Certificated Personnel Salaries Travel and release time	<b>\$500</b> Base 1000-1999: Certificated Personnel Salaries Travel and release time

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor participation in grant opportunities to assistance with AP exam fees.	Continued participation with NMSI for grant opportunities to assist with AP exam fees.	No cost	No cost

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	Expanded concurrent enrollment opportunities for students at each Jr/Sr High School.	No cost	No cost

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate interventions and adjust as necessary.	Evaluated interventions utilizing MyLexia and adjusted as necessary.	\$2,000 Supplemental 4000-4999: Books and Supplies Materials and instructional materials	<b>\$2,000</b> Supplemental 4000-4999: Books and Supplies Materials and instructional materials

## Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	Monitored use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	No cost	No cost

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.	Social awards based on PBIS were developed by individual schools to support 'buy-in' and incentives.	\$2,000 Supplemental 4000-4999: Books and Supplies Awards and Incentives	<b>\$2,000</b> Supplemental 4000-4999: Books and Supplies Awards and Incentives

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.	Evaluated the promoted positive student attributes and revise as needed based on the needs of the district.	No cost	No cost

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of counselors focused on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students.	Muroc has amended the job description of one of the counselors to comply with AB 2246 and focus more on suicide prevention and servicing at-risk students outside school operating hours.	\$68,000 Supplemental 1000-1999: Certificated Personnel Salaries	<b>\$68,000</b> Supplemental 1000-1999: Certificated Personnel Salaries

		\$27,000 Supplemental 3000-3999: Employee Benefits	<b>\$27,000</b> Supplemental 3000-3999: Employee Benefits
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### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of new music teacher to increase availability of music program beyond district baseline at the Boron Schools.	Addition of music teacher to increase availability of music program beyond district baseline at the Boron Schools.	\$53,000 Supplemental 1000-1999: Certificated Personnel Salaries	<b>\$53,000</b> Supplemental 1000-1999: Certificated Personnel Salaries
		\$22,000 Supplemental 3000-3999: Employee Benefits	<b>\$22,000</b> Supplemental 3000-3999: Employee Benefits

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	\$16,000 Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time	<b>\$16,000</b> Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time
		\$4,000 Supplemental 3000-3999: Employee Benefits	<b>\$4,000</b> Supplemental 3000-3999: Employee Benefits



		\$12,700 Supplemental 2000-2999: Classified Personnel Salaries Library additional time	<b>\$12,700</b> Supplemental 2000-2999: Classified Personnel Salaries Library additional time
		\$3,200 Supplemental 3000-3999: Employee Benefits	<b>\$3,200</b> Supplemental 3000-3999: Employee Benefits

### Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.	Addition of psychologist focused on providing additional support to special education students, English Learners, foster youth, and low income students.	\$50,000 Supplemental 1000-1999: Certificated Personnel Salaries  \$10,000 Supplemental 3000-3999: Employee Benefits	\$87,182 Supplemental 1000-1999: Certificated Personnel Salaries  <b>\$10,000</b> Supplemental 3000-3999: Employee Benefits

### Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Two teaching positions at West Boron Elementary that were going to be cut. This action re-instates these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes	Two teaching positions at West Boron Elementary were retained. This action re-instated two teaching positions to reduce class sizes and avoid combination classes.	\$110,000 Supplemental 1000-1999: Certificated Personnel Salaries	<b>\$110,000</b> Supplemental 1000-1999: Certificated Personnel Salaries

directly benefits unduplicated student outcomes.	Smaller class sizes directly benefits unduplicated student outcomes.	\$48,000 Supplemental 3000-3999: Employee Benefits	<b>\$48,000</b> Supplemental 3000-3999: Employee Benefits
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## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.	Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.	\$27,000 Supplemental 1000-1999: Classified Personnel Salaries	<b>\$27,000</b> Supplemental 1000-1999: Classified Personnel Salaries
		\$18,000 Supplemental 3000-3999: Employee Benefits	<b>\$18,000</b> Supplemental 3000-3999: Employee Benefits

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual 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 fund a counselor to focus on truancy/attendance, home-life, and supporting underserved students. The district continued to provide a music teacher at the elementary level. The district continued to implement MyLexia as an intervention tool for students who are identified at-risk. The district maintained the positions addressed by this goal.

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

The results of the ELA was below what was expected but the math results maintained based on the CAASPP scores. The actions for this goal was for one year and the district decided to continue with the actions for this goal to increase student scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little to no difference 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.

The district did not have any changes to this goal.

# Goal 3

The district will complete 100% of the projects identified for the 2015-2016 seven year facility plan and academic integrity.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services

Local Priorities: NA

## Annual Measurable Outcomes

Expected	Actual
1(a). Number/rate of teachers not fully credentialed: 0	1(a). Number/rate of teachers not fully credentialed: 5
1(a). Number/rate of teachers teaching outside of subject area competence: 0	1(a). Number/rate of teachers teaching outside of subject area competence: 5
1(a). Number/rate of teachers teaching ELs without authorization: 0	1(a). Number/rate of teachers teaching ELs without authorization: 0
1(a). Number/rate of core classes taught by HQTs: NA	1(a). Number/rate of core classes taught by HQTs: NA
1(b). Number/rate of students lacking their own textbook: 0	1(b). Number/rate of students lacking their own textbook: 0
1(c). Overall Facility rating from Facility Inspection Tool (FIT): 75%	1(c). Overall Facility rating from Facility Inspection Tool (FIT): 75%
Good/ 25% Exemplary	Good/ 25% 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Director of FOPT continued to have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	No cost	No cost

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	Director of FOPT had 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	No cost	No cost

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will allocate 25,000 to 18-19 facilities projects.	District allocated 25,000 to 18-19 facilities projects.	\$25,000 Base 6000-6999: Capital Outlay Repair district facilities	<b>\$25,000</b> Base 6000-6999: Capital Outlay Repair district facilities

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Construct a dedicated building for STEM/CTE pathways.	Currently in construction at Desert High School for a dedicated building for STEM/CTE pathways.	\$100,000 Grant 6000-6999: Capital Outlay	<b>\$100,000</b> Grant 6000-6999: Capital Outlay

## 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. The project at Boron High School was completed in April, 2019. Construction on phase 1 for Branch began in January 2019. 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 facility 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.

The district did not make any changes to this goal.



# Goal 4

By the end of the 2019 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 Priorities: 5 Pupil Engagement and 6 School Climate

Local Priorities: NA

## Annual Measurable Outcomes

Expected	Actual
Priority 5 Pupil Engagement	
5(a). Attendance Rate (District SIS): 95% for 2018-19	5(a). Attendance Rate (District SIS): 95% for 2018-19
5(b). Chronic Absenteeism Rate (District SIS): 8% for 2018-19	5(b). Chronic Absenteeism Rate (District SIS): 14%% for 2018-19
5(c). Middle School Dropout Rate: 0% for 2018-19	5(c). Middle School Dropout Rate: 0% for 2018-19
5(d). High School Dropout Rate: 0% for 2018-19	5(d). High School Dropout Rate: 0% for 2018-19
5(e). High School Graduation Rate: 96.4% for 2018-19	5(e). High School Graduation Rate: 100% for 2018-19
Priority 6 School Climate	
6(a). Suspension Rate (Data Quest): 6%	6(a). Suspension Rate (Data Quest): 4%
6(b). Expulsion Rate (Data Quest): 0.0%	6(b). Expulsion Rate (Data Quest): 0.1%
6(c). The percentage of students, staff, and parents who feel safe will increase by 10% from the 2017-18 survey results.	6(c). The percentage of students, staff, and parents who feel safe will increase by 10% from the 2018-19 survey results.
6(c). Parents: District Wide Average-	6(c). Parents: District Wide Average-
<ul style="list-style-type: none"> <li>• Strongly Agree- 17.48%</li> <li>• Agree- 63.48%</li> <li>• Disagree- 16.51%</li> <li>• Strongly Disagree- 2.53%</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly Agree- 27%</li> <li>• Agree- 61%</li> <li>• Disagree- 11%</li> <li>• Strongly Disagree- 0%</li> </ul>

<p>Students: District Wide-</p> <ul style="list-style-type: none"> <li>• Agree- 70% (322)</li> <li>• Disagree- 30% (138)</li> </ul> <p>Staff: District Wide-</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 20.99%</li> <li>• Agree- 53.09%</li> <li>• Disagree- 16.05%</li> <li>• Strongly Disagree- 9.88%</li> </ul>	<p>Students: District Wide-</p> <ul style="list-style-type: none"> <li>• Agree- 71% (128)</li> <li>• Disagree- 28% (52)</li> </ul> <p>Staff: District Wide-</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 29%</li> <li>• Agree- 43%</li> <li>• Disagree- 21%</li> <li>• Strongly Disagree- 5%</li> </ul>
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## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district is contracting an outside agency to create a plan to address chronic absenteeism.	The district is using an internal plan to create a plan for addressing chronic absenteeism.	\$1,000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services	<b>\$1,000</b> Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review effectiveness of PBIS and implement SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.	Teachers are given release to collaborate on student behavior to principally support the emotional needs of our unduplicated students.	\$4,000 Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	<b>\$4,000</b> Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual 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 and 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. New teams were not trained at the sites, however, PBIS information were revisited at all sites and staff time was used for internal trainings.

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

Teachers and staff collaborated to develop plans to help decrease chronic absenteeism. The district had a counselor make phone calls outside regular school hours to discuss with parents who have students who are chronic absentees. We are waiting on results for these actions, but are confident it will decrease.

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.

The district continues to work with parents to get students to school who have chronic absenteeism. Schools are revising their discipline policy to find alternative consequences besides suspensions to address student discipline. Schools will be using collaboration time to work with teachers on classroom management.

## 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 Priorities: 7: Course Access 8: Pupil Outcomes

Local Priorities: NA

### Annual Measurable Outcomes

Expected	Actual
Priority 7 (a) Course Access Rate of students enrolled in CTE courses (grades 7-12) 27% enrollment rate for Jr and Sr. 37% overall.	Actual-30% enrollment rate for Jr and Sr. 38% overall.
Priority 7 (a) Course Access Rate of students enrolled in UC/CSU required courses (grades 9-12) 69%	Actual-70%
Priority 7 (a) Course Access Number/rate of AP courses offered (grades 9-12) 10 AP courses	Actual- 10
Priority 7(a) Course Access Rate of students in grades 11th and 12th enrolled in AP course – 64%	Actual-67%
Priority 7 (b) Course Access Rate of remedial course enrollment – 5%	Actual- 4%
Priority 7 (b)	Actual-100%

Course Access Unduplicated pupils have access to full course of study – Maintain 100%	
Priority 7 (c) Course Access Number/rate of course offerings for students with exceptional needs SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate	Actual- SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate
Priority 8 Pupil Outcomes 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%	Actual-78%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district. Expand CTE in Transportation sector and Performing Arts industry sector	Continued to offer increased course offerings created with the CTEIG grant as funding transitions to the district. Expanded CTE in Transportation sector and Performing Arts industry sector	\$100,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries  \$46,000 Base 3000-3999: Employee Benefits	\$100,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries  \$46,000 Base 3000-3999: Employee Benefits

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Met with NASA to explore at least one internship for each high school.	Met with NASA and they do not do internships for high school so will continue to explore with other organizations.	No Cost	No Cost

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	Maintained course offerings, offered additional course offerings, and continued with one additional CTE instructor at each high school through CTEIG grant.	<p>\$1500 Base 4000-4999: Books and Supplies materials to support classes</p> <p>\$32,000 Grant 1000-1999: Certificated Personnel Salaries CTE Instructors</p> <p>\$19,000 Base 3000-3999: Employee Benefits</p> <p>\$6,400 Base 3000-3999: Employee Benefits</p>	<p>\$1500 Base 4000-4999: Books and Supplies materials to support classes</p> <p>\$32,000 Grant 1000-1999: Certificated Personnel Salaries CTE Instructors</p> <p>\$19,000 Base 3000-3999: Employee Benefits</p> <p>\$6,400 Base 3000-3999: Employee Benefits</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.	Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.	\$80,000 Supplemental 2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits	\$80,000 Supplemental 2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits

## Analysis

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

During the 2017-18 school year the district continued with the same number of CTE instructors at each comprehensive high school CTE course offerings include the following courses: Construction Technologies, Advanced Construction Technologies, Industrial Technologies, Advanced Industrial Technologies, Design Graphics, Web Design, Graphic production, Business Management, and Publications.

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 expanded these courses to include English 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, Calculus, Art, Government, and Statistics.

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

The additional CTE courses allowed more students to take CTE courses and pathways. The addition of the Dual Enrollment course increased the number of students taking college courses.

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.

The district did not make any changes to this goal.



## 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 Priorities: 3- Parental Involvement

Local Priorities: NA

### Annual Measurable Outcomes

Expected	Actual
Priority 3 (a) Parent Involvement 3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. 80%	83%
Priority 3 (b) Parent Involvement Parents of unduplicated students will be invited to all school events and functions through automated phone calls, flyers, and school website. 100%	100%
Priority 3 (c) Parent involvement Parents involvement of students of exceptional students will be invited to attend IEPs, 504 meetings via personal phone call and follow up reminders – 100%	100%

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	Maintained online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.	No Cost	No Cost

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue 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.	Continued 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.	No Cost	No Cost

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instead of separate training for parents, we initiated the information into the IEP process. The action is discontinued.	Instead of separate training for parents, we initiated the information into the IEP process. The action is discontinued. [CSG1][b2][CB3]	NA	NA

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Translate current online training to various languages based on student enrollment. Action was removed due to a lack of effectiveness.	Action was removed due to a lack of effectiveness. [CSG4][b5][CB6]	NA	NA

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.	Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.	\$18,000 Supplemental 2000-2999: Classified Personnel Salaries Continued employee costs  \$4,350 Supplemental 3000-3999: Employee Benefits	\$18,000 Supplemental 2000-2999: Classified Personnel Salaries Continued employee costs  \$4,350 Supplemental 3000-3999: Employee Benefits

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and evaluate effectiveness, and revise trainings as needed. This action is now part of our standard operating procedures and will be removed as an action item for this goal.	This action is now part of our standard operating procedures and will be removed as an action item for this goal.	NA	NA

## 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.

District wide, multiple attempts were made to increase parent involvement in several areas of the district. Computer labs were maintained for parents to utilize when needed. There was an increase in the use of social media to connect with parents regarding school events.

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

There was no increase in parent attendance at district meetings. Individual school events with students was well attended by parents, for example, Back to School Night. LCAP was discussed at SSC at individual school sites.

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.

The district did not change this goal.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

District Survey was sent out April 29, 2019, 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 2018/2019 school year that discussed the LCAP. 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 10/15/18 and in collaboration meetings on 01/09/19 as well as the Parent Advisory Council 10/22/18. West Boron Elementary School Discussed the LCAP with the SSC on 9/12/18 and 1/16/19. It was discussed in collaboration on 2/7/19 as well. Branch Elementary School discussed the LCAP in collaboration meetings on 9/13/18, 9/20/18, 11/01/18, 11/07/18, 12/05/18, 1/24/19, 2/06/19, 3/28/19. Boron Jr/Sr High School discussed the LCAP with the SSC on 9/20/18 and 2/21/19 and in collaboration meetings on 9/5/18, 11/29/18, and 3/5/19.

Administrators reviewed LCAP goals and planned actions in September 2017 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 May 10, 2019.

Based on feedback and observations from the 18-19 LCAP, LCAP goals were not adjusted, but actions to meet those goals were. To solicit community input the district attended public meetings held in the community. By way of example, based on comments received 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.

Teachers Bargaining unit was given opportunity to comment on the LCAP through staff meetings, collaboration meetings, and department meetings at the site and district level. Both bargaining units were offered the annual survey to comment on the LCAP.

Superintendent did not receive comments that needed a written response.

The district does not meet the requirement to form a DELAC in the 2017-2018 school year. The school sites do not meet the requirement to form an ELAC in the 2017-2018 school year.

## Impact on LCAP and Annual Update

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

While we have had growth district wide with safety in the school climates, survey results indicated that safety is still a concern throughout the district. The district will continue to focus on student safety and academic support.

Conversation and topics were addressed in the public meetings where the LCAP was discussed.

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, school counselors will have an increased 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 2019/2020 school year.

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 to supplement their core and ELD instruction 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. 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.

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

Unchanged Goal

## Goal 1

All classrooms will implement state standard instruction with a focus on rigor and the application of knowledge through higher-order thinking skills.

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

State Priorities: Priority 2. Implementation of State Standards

Local Priorities: NA

### Identified Need:

The Muroc Joint Unified School District wants to ensure that all students have access to state standards. Teachers need to increase rigor in all classrooms.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 2 (a) Implementation of state standards</b>	Based on site/district administration classroom walkthroughs and observations-100%.	Goal-100% Actual-100%	Goal-100% Actual-100%	Goal-100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>All classrooms instruction will be aligned to CCSS math.</b>				
<b>Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS ELA/ELD</b>	Based on site/district administration classroom walkthroughs and observations-100%	Goal-100% Actual-100%	Goal-100% Actual-100%	Goal-100%
<b>Priority 2 (a) Implementation of state standards All classrooms instruction was aligned to CCSS NGSS.</b>	Based on site/district administration classroom walkthroughs and observations-50%	Goal-75% Actual-75%	Goal-100% Actual-100%	Goal-100%
<b>Priority 2 (b) Implementation of state standards EL students are given 30 minutes of designated instruction and integrated ELD every day</b>	100%	Goal-100% Actual-100%	Goal-100% Actual-100%	Goal-100% Actual-100%



# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services.

**2018-19 Actions/Services**

Provide three Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services.

**2019-20 Actions/Services**

Provide three Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$308,320	????	????
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors
Amount	\$108,726	?????	?????
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
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**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English learners, foster youth, and Low Income	LEA-Wide	All Schools
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### Actions/Services

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

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

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

Unchanged	Modified	Unchanged
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**2017-18 Actions/Services**

Provide support and training for ELA adopted materials.

**2018-19 Actions/Services**

Provide support and training for ELA adopted materials to principally support unduplicated students.

**2019-20 Actions/Services**

Provide support and training for ELA adopted materials to principally support unduplicated students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$5,000	\$5,000
Source	Base	Supplemental	Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers
Amount	\$4000	\$4000	\$4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners	LEA-Wide	All Schools
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**Actions/Services**

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

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

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

Unchanged	Changed	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide training in best practices for English Language Learners for teachers.	Supplemental training in best practices for English Language Learners for teachers.	Supplemental training in best practices for English Language Learners for teachers.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

**OR**

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide training in best practices for socioeconomically disadvantaged students	Continue to provide training in best practices for socioeconomically disadvantaged students	Muroc will provide a district wide one-day training conducted by an outside agency regarding best practices for socioeconomically disadvantaged students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

### Action 5

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All including students with disabilities	All Schools

OR

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.	Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.	Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

**Action 6**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

**OR**

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

**Students to be Served:**                      **Scope of Services:**                      **Location(s):**

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

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

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

NA	NA	NA
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### Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.
--	--	--

### Budgeted Expenditures

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

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

#### Location(s):

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

NA	NA
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OR

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



**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

] English learners, foster youth, and Low Income	LEA-Wide	All Schools
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**Actions/Services**

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

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

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

Unchanged	Changed	Unchanged
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**2017-18 Actions/Services**

Continue training on math/ELA adopted materials as needed for newly hired staff members.

**2018-19 Actions/Services**

Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.

**2019-20 Actions/Services**

Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
EL Coach will continue to work with teachers on ELD program.	EL Coach will continue to work with teachers on ELD program.	EL Coach will continue to work with teachers on ELD program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,946	\$80,946	\$80,946
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$27,867	\$27,867	\$27,867
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 9

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

## Actions/Services

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

<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
Continue benchmarks and create common core aligned report cards	Continue benchmarks and create common core aligned report cards	Continue benchmarks and create common core aligned report cards

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,200	17,200	17,200
Source	Base	Base	Base

Budget Reference

5000-5999: Services and other operating expenditures cost of data management system

5000-5999: Services and other operating expenditures cost of data management system

5000-5999: Services and other operating expenditures cost of data management system

## Action 10

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

**Students to be Served:**

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

**Location(s):**

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

All	All Schools
-----	-------------

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
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### Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue google apps training, carts as needed	Continue google apps training, carts as needed	Continue google apps training, carts as needed
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### Budgeted Expenditures

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

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

## Action 11

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

2018-19 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

2019-20 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	0	0	0
Source	Other	Other	Other
Budget Reference	No Cost	No Cost	No Cost

## Action 12

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

**Students to be Served:**

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

**Location(s):**

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

All	All Schools
-----	-------------

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
----	----	----

### Actions/Services

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

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

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

NA	New	Unchanged
----	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	The implementation of Common Core standards will be measured through the usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional	The implementation of Common Core standards will be measured through the usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional
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	development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.	development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.
--	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$1500	\$1500
Source	Other	Base	Base
Budget Reference	No Cost	5000-5999: Services and other operating expenditures cost of data management system	5000-5999: Services and other operating expenditures cost of data management system

**Action 13**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

**OR**

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

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

**Actions/Services**

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

NA	New	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	<p>Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.</p>	<p>Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.</p>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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Amount	0	112,000	112,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries
Amount	No Cost	28,000	28,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

Unchanged Goal

## 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.

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

State Priorities: 4 Pupil Achievement

Local Priorities: NA

### Identified Need:

34.38% met or exceeded standards in Math (2017) and 46.3 % met or exceeded standards in ELA (2017) performance on statewide standardized test as evidenced by progress on the CAASPP. Our “All Students” performance on the CA School Dashboard shows a performance of Orange. This indicates that there is still academic work to do.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 4 (a) Pupil Achievement State Assessments</b>	CAASPP Results ELA- 46.3 % Met or exceeded standards Math- 34.4 % Met or exceeded Standards	Goal- ELA- 54 % Met or exceeded standards Goal-Math- 39 % Met or exceeded Standards Actual-ELA 46.3% Met or exceeded standards Actual-Math 34.38% Met or exceeded standards	Goal-ELA- 54 % Met or exceeded standards Goal-Math- 40 % Met or exceeded Standards Actual-ELA 43% Met or exceeded standards Math-34% Met or exceeded standards	Goal-ELA- 62 % Met or exceeded standards Goal-Math- 48 % Met or exceeded Standards
<b>Priority 4 (b) Pupil Achievement API</b>	API- Has been replaced by the Dashboard report	NA	NA	NA
<b>Priority 4(c) Pupil Achievement Percent of students completing UC/CSU required courses</b>	42.3% District-Wide	Goal-48% District-Wide Actual- 42.6%	Goal-50% District-Wide Actual-77%	Goal-52% District-Wide
<b>Priority 4(d) Pupil Achievement The percentage of English learner pupils who made progress toward proficiency</b>	32.4% as measured by CELDT	Goal-42% as measured by CELDT. Actual- 34.8% Determine new baseline for the ELPAC assessment	Increase from ELPAC baseline by 5% <b>Actual ?????</b>	Increase from ELPAC baseline by 5%
<b>Priority 4 (e)</b>	51%	Goal-55%	Goal-60%	Goal-65%

<b>Pupil Achievement</b> <b>EL reclassification rate</b>		Actual- 81%	<b>Actual ?????</b>	
<b>Priority 4 (f)</b> <b>Pupil Achievement</b> <b>Percent of students who passed AP exams with a score of 3 or higher</b>	20%	Goal-25% Actual- 20% 16-17, 17-18 results released July 2018	Goal-30% Actual-39%	Goal-43%
<b>Priority 4</b> <b>Pupil Achievement (e)</b> <b>Early Assessment Project (EAP)</b> <b>College Ready rates for math and ELA</b>	ELA- 9% Math- 3%.	Goal-ELA-11% ; Math-5%. Actual- ELA - 27% Math-14%	Goal-ELA- 32% ; Math-20%. <b>Actual ?????</b>	Goal-ELA-40%; Math, 25%.
<b>Priority 4 (c)</b> <b>Pupil Achievement</b> <b>CTE participation and completion</b>	55% CTE completion rate	Goal-60% CTE completion rate Actual- 55% CTE completion rate	Goal-60% CTE completion rate <b>Actual ?????</b>	Goal-65% CTE completion rate

## 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

### Actions/Services

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

<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	No cost	No Cost	No Cost

Budget Reference

Other

Other

Other

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

NA

NA

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone.

### 2018-19 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone with the English Learner students as supplemental material.

### 2019-20 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone with the English Learner students as supplemental material.

## Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

17,000

17,000

17,000

Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
	Maintain Rosetta Stone Licenses	Maintain Rosetta Stone Licenses	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:**

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

**Location(s):**

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

NA	NA
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**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners	LEA-Wide	All Schools
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### Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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**2017-18 Actions/Services**

Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

**2018-19 Actions/Services**

Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

**2019-20 Actions/Services**

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

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

#### Action 4

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

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

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

#### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will attend McKinney Vento trainings annually.	The district will attend McKinney Vento trainings annually.	The district will attend McKinney Vento trainings annually.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 5

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

### Students to be Served:

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

NA

### Location(s):

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

NA

OR

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

### Students to be Served:

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

Foster Youth

### Scope of Services:

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

LEA-Wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged

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

Changed

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services



Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	Provided release time for a single staff to meet with agency partners to provide uniform services to foster students.	Provided release time for a single staff member to meet with agency partners to provide uniform services to foster students.
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**Budgeted Expenditures**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

**OR**

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor participation in grant opportunities to assist with AP exam fees.	Monitor participation in grant opportunities to assist with AP exam fees.	Monitor participation in grant opportunities to assist with AP exam fees.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

### Action 7

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

**Students to be Served:**

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

**Location(s):**

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

All	All Schools
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**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	Expand concurrent enrollment opportunities for students at each Jr/Sr High School.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

### Action 8

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Evaluate interventions and adjust as necessary.	Evaluate interventions and adjust as necessary.	Evaluate interventions and adjust as necessary.[CSG7][DE8]

**Budgeted Expenditures**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

**OR**

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

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	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

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 10

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

**OR**

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

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

Englis Learners, Foster Youth, and Low income	LEA-Wide	All Schools
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**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.	Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives and distributed to each school site based on percentage of unduplicated students.	Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives and distributed to each school site based on percentage of unduplicated students.

**Budgeted Expenditures**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
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**Actions/Services**

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

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

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

Unchanged	Modified	Unchanged
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**2017-18 Actions/Services**

Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.

**2018-19 Actions/Services**

Discontinue due to ineffectiveness.

**2019-20 Actions/Services**

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
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**OR**

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

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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Addition of 2 counselors focused on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students.	Maintaining a counselor focused on truancy/attendance, home-life, and supporting unduplicated and at-risk students.	Maintaining a counselor focused on truancy/attendance, home-life, and supporting unduplicated and at-risk students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	130,000	68,000	68,000[CSG9][DE10]
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	48,200	27,000	27,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits



## Action 13

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

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

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

### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Addition of new music teacher to increase availability of music program beyond district baseline at the Boron Schools.	Maintaining added music teacher to increase availability of music program beyond district baseline at the Boron Schools which was only a couple periods a day to a full time teacher to serve High school and Elementary Students. Unduplicated students have less access to the arts at home and in the community so this action is principally directed to support our unduplicated count.	Maintaining added music teacher to increase availability of music program beyond district baseline at the Boron Schools which was only a couple periods a day to a full time teacher to serve High school and Elementary Students. Unduplicated students have less access to the arts at home and in the community so this action is principally directed to support our unduplicated count.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53,000	53,000	53,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	22,000	22,000	22,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 14

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

West Boron, Boron High School

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	16,000	16,000	16,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
	Computer lab additional time	Computer lab additional time	Computer lab additional time
Amount	4,000	4,000	4,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	12,700	12,700	12,700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
	Library additional Time	Library additional Time	Library additional Time
Amount	3,200	3,200	3,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

# Action 15

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

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

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

## Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.	Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	50,000	50,000
Source	NA	Supplemental	Supplemental

Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	10,000	10,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 16

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
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## Actions/Services

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

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

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

NA	New	Unchanged
----	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	Two teaching positions at West Boron Elementary that was going to be cut. This action re-instates	Two teaching positions at West Boron Elementary that was going to be cut. This action re-instates
----	---	---

these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes directly benefits unduplicated student outcomes.

these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes directly benefits unduplicated student outcomes.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	110,000	110,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	48,000	48,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

### Action 17

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Boron High School

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.	Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	27,000	27,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	18,000	18,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

Unchanged
-----------

## Goal 3

The district will complete 100% of the projects identified for the 2015-2016 seven year facility plan and academic integrity.

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

State Priorities: 1- Basic Services

Local Priorities:

### Identified Need:

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
<b>Priority 1 (a) Basic Services Number/rate of teachers not fully credentialed</b>	7	Goal-2 Actual- 12	Goal- 0 Actual-5	Goal-0
<b>Priority 1 (a) Basic Services Number/rate of teachers teaching outside of subjects area competence</b>	1	Goal-0 Actual-7	Goal-0 Actual-5	Goal-0
<b>Priority 1 (a) Basic Services</b>	4	Goal-0 Actual-0	Goal-0 Actual-0	Goal-0



<b>Number/rate of teachers teaching ELs without authorization</b>				
<b>Priority 1 (a) Basic Services Number/rate of core classes taught by HQT</b>	BHS-30 and DHS-62	Goal-BHS-33 and DHS-63  Actual-Because ESSA has now taken the place of NCLB, HQT are not longer defined and we will not longer use this as a measurement.	NA	NA
<b>Priority 1 (b) Basic services Number/rate of students lacking their own textbook</b>	0	Goal-0  Actual-0	Goal-0  Actual-0	Goal-0
<b>Priority 1 (c) Basic Services Overall facility rating from Facility Inspection Tool (FIT)</b>	75% Good/25% Exemplary	Goal-75% Good/25% Exemplary  Actual- 75% Good/25% Exemplary	Goal-75% Good/25% Exemplary  Actual-75% good 25% Exemplary	Goal-75% Good/25% 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:**

**Location(s):**

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

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

All	All Schools
-----	-------------

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
----	----	----

**Actions/Services**

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

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

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

Unchanged	Unchanged	Unchanged
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**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	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

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA

Budget Reference

NA	NA	NA
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### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

All	All Schools
-----	-------------

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
----	----	----

### Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
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2017-18 Actions/Services

District will allocate 25,000 to 17-18 facilities projects.

2018-19 Actions/Services

District will allocate 25,000 to 17-18 facilities projects.

2019-20 Actions/Services

District will allocate 25,000 to 17-18 facilities projects.

### Budgeted Expenditures

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

Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Repair district facilities	6000-6999: Capital Outlay Repair district facilities	6000-6999: Capital Outlay Repair district facilities

#### Action 4

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

#### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Construct a dedicated building for STEM/CTE pathways.	Construct a dedicated building for STEM/CTE pathways.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	NA	100,000 (estimate)	100,000 (estimate)
Source	NA	Grant	Grant
Budget Reference	NA	6000-6999: Capital Outlay	6000-6999: Capital Outlay

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

Unchanged Goal

## 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 Priorities: 5- Pupil Engagement 6- School climate

Local Priorities:

### Identified Need:

- The district has a 15% chronic absenteeism rate as reported in the California Dashboard.
- The district has a 5.4% suspension rate and is in orange as reported in the California Dashboard.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 5 (a)</b>	94% for 2016-17	Goal-95% for 2017-18	Goal-95% for 2018-19.	Goal-95% for 2019-20.

<b>Pupil Engagement Attendance Rate (District SIS)</b>		Actual- 94%	Actual ???	
<b>Priority 5 (b) Pupil Engagement Chronic Absenteeism Rate (District SIS)</b>	14% for 2016-17	Goal-10% for 2017-18 Actual- 15%	Goal-8% for 2018-19 Actual 13.8%	Goal-7% for 2019-20
<b>Priority 5 (c) Pupil Engagement Middle School Dropout Rate</b>	0% for 2014-15	Goal-0% for 2017-18 Actual- 0%	Goal-0% for 2018-19	Goal-0% for 2019-20
<b>Priority 5 (d) Pupil Engagement High School Dropout Rate</b>	.4% for 2014-15	Goal-0% for 2017-18 Actual- 0%	Goal-0% for 2018-19 Actual-0%	Goal-0% for 2019-20
<b>Priority 5 (e) Pupil Engagement High School Graduation Rate</b>	96.4% for 2016-17	Goal-100% for 2017-18 Actual- 99%	Goal-96.4% for 2018-19 Actual ???	Goal-96.4% for 2019-20
<b>Priority 6 (a) School Climate Pupil Suspension Rate</b>	2.5%	Goal-2.1% Actual- 7.0%	Goal-6.0% Actual 4%	Goal-5.0%
<b>Priority 6 (b) School Climate Expulsion Rate</b>	0.0	Goal-0 Actual-0	Goal-0 Actual 0.1%	Goal-0
<b>Priority 6 (c) School Climate</b>	Parents: District Wide- • Strongly Agree- 27%	Goal-	Goal-	Goal-

<p><b>The percentage of students, staff, and parents who feel safe will increase by 10% each year as measured by survey results.</b></p>	<ul style="list-style-type: none"> <li>• Agree- 61%</li> <li>• Disagree- 11%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>Students: District Wide-</p> <ul style="list-style-type: none"> <li>• Agree- 71% (128)</li> <li>• Disagree- 28% (52)</li> </ul> <p>Staff: District Wide-</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 29%</li> <li>• Agree- 43%</li> <li>• Disagree- 21%</li> <li>• Strongly Disagree- 5%</li> </ul>	<p>Parents- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Branch Elementary School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree-22%</li> <li>• Agree- 61%</li> <li>• Disagree- 13%</li> <li>• Strongly Disagree- 2%</li> </ul> <p>West Boron Elementary School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 22%</li> <li>• Agree- 59%</li> <li>• Disagree- 18%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>Boron Jr/Sr High School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 10%</li> <li>• Agree-63%</li> <li>• Disagree-26%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>Desert Jr/Sr High School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 13%</li> <li>• Agree- 70%</li> </ul>	<p>Parents- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Branch Elementary School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree-61%</li> <li>• Agree- 11%</li> <li>• Disagree- 27%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>West Boron Elementary School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 28%</li> <li>• Agree- 57%</li> <li>• Disagree- 14%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>Boron Jr/Sr High School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 8%</li> <li>• Agree-50%</li> <li>• Disagree-41%</li> <li>• Strongly Disagree- 0%</li> </ul> <p>Desert Jr/Sr High School:</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 25%</li> </ul>	<p>Parents-Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Staff- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p>
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		<ul style="list-style-type: none"> <li>• Disagree- 12%</li> <li>• Strongly Disagree- 3%</li> </ul> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>District Wide-</p> <ul style="list-style-type: none"> <li>• Agree- 70% (322)</li> <li>• Disagree- 30% (138)</li> </ul> <p>Staff- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>District Wide-</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 20%</li> <li>• Agree- 53%</li> <li>• Disagree- 16%</li> <li>• Strongly Disagree- 9%</li> </ul>	<ul style="list-style-type: none"> <li>• Agree- 60%</li> <li>• Disagree- 10%</li> <li>• Strongly Disagree- 3%</li> </ul> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>District Wide-</p> <ul style="list-style-type: none"> <li>• Agree- 71% (128)</li> <li>• Disagree- 28% (52)</li> </ul> <p>Staff- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>District Wide-</p> <ul style="list-style-type: none"> <li>• Strongly Agree- 29%</li> <li>• Agree- 43%</li> <li>• Disagree- 21%</li> <li>• Strongly Disagree- 5%</li> </ul>	
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## Planned Actions / Services

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

## Action 1

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
NA	NA

OR

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

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

### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district is reviewing options to address chronic absenteeism.	The district is contracting an outside agency to create a plan to address chronic absenteeism.	The district is using an internal plan to create a plan for addressing chronic absenteeism.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental

Budget Reference

5000-5999: Services And Other Operating Expenditures Cost of services

5000-5999: Services And Other Operating Expenditures Cost of services

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:**

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

**Location(s):**

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

NA

NA

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

Designate new PBIS teams to be trained at Boron Jr/Sr HS and Desert Jr/Sr HS.

**2018-19 Actions/Services**

Review effectiveness of PBIS and implement SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.

**2019-20 Actions/Services**

Review effectiveness of PBIS and implement SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	4000	4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits

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

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 Priorities: 7. Course Access 8. Pupil Outcomes

Local Priorities: NA

### Identified Need:

There are less than 20% of our students enrolled in CTE courses.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<b>Priority 7 (a) Course Access Rate of students enrolled in CTE courses (grades 7-12)</b>	22% enrollment rate for Jr and Sr. 40% overall.	Goal-25% enrollment rate for Jr and Sr. 42% overall. Actual- 15% for Jr and Sr 32% overall	Goal-27% enrollment rate for Jr and Sr. 37% overall. ACTUAL-30% enrollment rate for Jr and Sr. 38% overall	Goal-29% enrollment rate for Jr and Sr. 43% overall.
<b>Priority 7 (a) Course Access Rate of students enrolled in UC/CSU required courses (grades 9-12)</b>	65%	Goal- 67% Actual- 65%	Goal-69% Actual-70%	Goal-71%
<b>Priority 7 (a) Course Access Number/rate of AP courses offered (grades 9-12)</b>	8 AP courses	Goal-10 AP courses Actual-11 AP courses	Goal-10 AP courses Actual-11 AP courses	Goal-11 AP courses
<b>Priority 7(a) Course Access Rate of students in grades 11th and 12th enrolled in AP course</b>	60%	Goal-62% Actual-60%	Goal-64% Actual-67	Goal-65%
<b>Priority 7 (b) Course Access Rate of remedial course enrollment</b>	7%	Goal-6% Actual-6%	Goal-5% Actual-4%	Goal-5%
<b>Priority 7 (b) Course Access</b>	100%	Goal-Maintain 100% Actual-100%	Goal-Maintain 100% Actual-100%	Goal-Maintain 100%

<b>Unduplicated pupils have access to full course of study</b>				
<b>Priority 7 (c) Course Access Number/rate of course offerings for students with exceptional needs</b>	SDC classes-4 classes total (2 elementary, 2 middle/high school) / 75% course rate	Goal-SDC classes- 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Actual- SDC classes-4 classes total (2 elementary, 2 middle/high school) / 75% course rate	Goal-SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Actual- SDC classes-4 classes total (2 elementary, 2 middle/high school) / 75% course rate	Goal-SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate
<b>Priority 8 Pupil Outcomes 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)</b>	64% of students enrolled in an AP course has taken the AP exam.	Goal-70% Actual- Results will be available July 2018	Goal-75% Actual-78%	Goal-80%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

All	Desert Jr/Sr High School, Boron Jr/Sr High School
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**OR**

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

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

**Actions/Services**

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.  Expand CTE in Transportation sector and Performing Arts industry sector.	Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.  Expand CTE in Transportation sector and Performing Arts industry sector.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	100,000	100,000	100,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries
Amount	46,000	46,000	46,000

Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 2

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

### Students to be Served:

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

### Location(s):

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

All	All Schools
-----	-------------

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

NA	NA	NA
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## Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

### 2017-18 Actions/Services

Explore at least one internship with local business partners for each high school.

### 2018-19 Actions/Services

Explore at least one internship with local business partners for each high school.

### 2019-20 Actions/Services

Explore at least one internship with local business partners for each high school.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------



Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

All	All Schools
-----	-------------

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

NA	NA	NA
----	----	----

### Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

2018-19 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

2019-20 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies materials to support classes	4000-4999: Books and Supplies materials to support classes	4000-4999: Books and Supplies materials to support classes
Amount	64,00	32,000	No Cost
Source	Other	Grant	
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	1000-1999: Certificated Personnel Salaries CTE Instructors	NA
Amount	12,800	19,000	25,500
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	12,800	6,400	No Cost
Source	Other	Grant	NA
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	NA

#### Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

Desert Jr/Sr High School, Boron Jr/Sr High School

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

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

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

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

NA	NA	NA
----	----	----

**Actions/Services**

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

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

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

Unchanged	Modified	Unchanged
-----------	----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement student portfolios.	Discontinued due to ineffectiveness.	NA
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500	NA	NA
Source	Base	NA	NA
Budget Reference	4000-4999: Books and Supplies materials	NA	NA

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

**Scope of Services:**

**Location(s):**

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

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

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
--	----------	-------------

**Actions/Services**

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

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

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

NA	New	Unchanged
----	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA	Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.	Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.
----	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	80,000	80,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits	2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits

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

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 Priorities: 3-Parental Involvement

Local Priorities: NA

### Identified Need:

The district is continually to find ways to increase parent involvement as less than 60% of parents attend school functions.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3 (a) Parent Involvement</b>	3A: The district will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, and Back to School Night. The district will track participation through sign-in sheets. 100% participation according to the specific meetings	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. Goal is 77% participation. Actual-____%	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. Goal is 80% participation. Actual- ____%.	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. Goal is 85% participation. Actual- ____%.

<b>Priority 3 (b)</b> <b>Parent Involvement</b> <b>Parents of unduplicated students will be invited to all school events and functions through automated phone calls, flyers, and school website.</b>	100%	Goal-100% Actual-100%	Goal-100% Actual-100%	Goal-100%
<b>Priority 3 (c)</b> <b>Parent involvement</b> <b>Parents involvement of students of exceptional students will be invited to attend IEPs, 504 meetings via personal phone call and follow up reminders</b>	100%	Goal-100% Actual-100%	Goal-100% Actual-100%	Goal-100%

## 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:**

**Location(s):**

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

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
--	----------	-------------

**Actions/Services**

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

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

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

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

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

### Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue 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.	Continue 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.	Continue 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.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA



Budget Reference

NA	NA	NA
----	----	----

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income	LEA-Wide	All Schools
---	----------	-------------

**Actions/Services**

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

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

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

Unchanged	Modified	Unchanged
-----------	----------	-----------

**2017-18 Actions/Services**

Based on stakeholder feedback, training will be provided to parents of students with special needs.

**2018-19 Actions/Services**

Instead of separate training for parents, we initiated the information into the IEP process. The action is discontinued.

**2019-20 Actions/Services**

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	No Cost	NA	NA
Source	NA	NA	NA
Budget Reference	NA	NA	NA

#### Action 4

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

**Students to be Served:**

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

**Location(s):**

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

NA	NA
----	----

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
--	----------	-------------

#### Actions/Services

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

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

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

Unchanged	Modified	Unchanged
-----------	----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Translate current online training to various languages based on student enrollment.	Action was removed due to a lack of effectiveness	NA
---	---	----

#### Budgeted Expenditures

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

## Action 5

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

### Students to be Served:

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

NA

### Location(s):

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

NA

OR

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

### Students to be Served:

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

English Learners, Foster Youth, Low Income

### Scope of Services:

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

Specific Schools

### Location(s):

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

Boron High School

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Maintain lab time for parents as needed.

### 2018-19 Actions/Services

Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.

### 2019-20 Actions/Services

Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$18,000
Source	Supplemental	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
Amount	\$4350	\$4350	\$4350
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 6

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

### Students to be Served:

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

### Location(s):

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

All	All Schools
-----	-------------

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

NA	NA	NA
----	----	----

## Actions/Services

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

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

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

Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review and evaluate effectiveness, and revise trainings as needed.	This action is now part of our standard operating procedures and will be removed as an action item for this goal.	NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	NA	NA
Source	NA	NA	NA
Budget Reference	NA	NA	NA

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ ????

????%

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 be implemented district-wide, they will be principally directed at the unduplicated population because they represent the majority of students needing those interventions. The alternative would be to provide interventions only for targeted pupils.

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.

## **Demonstration of Increased or Improved Services for Unduplicated Pupils**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 889,378

6.22%

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).

Muroc Joint Union School District has an unduplicated rate of 32.02%. The district will be spending supplemental grant funding as determined by the district's goals of this LCAP and actions to progress towards those goal. Services and expenditures funded with supplemental monies will be principally directed to support the unduplicated students.

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.

The district's 6 goals address areas to improve academic achievement for all students including low income, foster youth, and English learners.

The Dashboard reports for suspension rates show all students were in orange, foster youth were red, and students with disabilities were red, the Hispanic population were red and the white population were orange. 7.4% of the 148 Hispanic students were suspended at some point during the school year an increase of 4.8%.

The most significant testing discrepancies include students with disabilities. In Mathematics, of the 105 students who tested, their scores averaged 136 points below level 3 and maintained at -2.5 points as shown on the California Dashboard. Of the 106 students who tested in English Language Arts (ELA) the average score was 111.8 points below level 3 representing a -7.3 point decrease.

The district will address these areas of need in the following areas:

Goal One: Basic educational services and achievement

Four learning directors to assist teachers with best practices

Provide support and training for ELA adopted materials

Provide training in best practices for teachers of English Learners, Low income, and Foster Youth

Provide training for new teachers in ELA/Math adopted materials  
Provide an English Learner coach to work with teachers and students in the ELD program

#### Goal 2: Student achievement

Provide supplemental material for English Learners  
Training and monitoring of English Learner curriculum and student progress  
Maintain partnerships with other agencies for foster youth  
Continue to monitor and adjust interventions for at-risk students  
Continue to provide support to schools with PBIS and students who are English Learners, low income, and foster youth  
Provide a counselor to address attendance and provide support for foster youth and low income students  
Provide a music program for students at the Boron schools  
Provide computer lab time at Boron schools for parent and student access  
Addition of psychologist intern to provide support for students with disabilities  
Maintain two teaching positions at West Boron Elementary to reduce class size  
Maintain attendance secretary at Boron High School to support English Learners, low income and foster youth

#### Goal 3: Facilities

Provide annual inspections of facilities  
Maintain facility upkeep as needed  
Use grant money to construct dedicated buildings for STEM/CTE pathways

#### Goal 4: Attendance and chronic absenteeism

District will design and implement a plan to address chronic absenteeism  
Review effectiveness of PBIS and implement SWIS data system

#### Goal 5: CTE Pathways

Increase CTE offerings and expand pathways  
Explore internships and partnerships with local businesses  
Provide CTE instructor through CTEIG grant  
Provide transportation to support students attendance in CTE classes and opportunities to visit programs in the area

#### Goal 6: Parent Involvement

Maintain training for parents for FAFSA, college applications, job applications, scholarships and other forms to complete  
Continue to utilize social media outlets for information sharing and to get feedback from parents  
Maintain lab time for parents at Boron High School

Based on supporting research and educational theory, the Muroc Joint Unified School District determined the actions outlined in this



LCAP to be an effective use of funds to meet the District's goals for low socioeconomic, English Learner, and Homeless/Foster youth. The actions and services provided by the district with supplemental funds significantly benefit our unduplicated pupils. In the absence of supplemental funds provided by the Local Control Funding Formula, the majority of these actions and services would be discontinued.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 615,089	4.24%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each 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 population because they represent the majority of students needing those interventions. The alternative would be to provide interventions only for targeted pupils.

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.

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## **Plan Summary**

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

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

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

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

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

## **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may



be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) "High school graduation rate" shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

## **Guiding Questions: Goals, Actions, and Services**

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