

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Fowler Unified School District	Lori Gonzalez Associate Superintendent	lori.gonzalez@fowler.k12.ca.us (559) 834-6080

2017-20 Plan Summary

The Story

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

Dedicated to providing numerous opportunities for students' academic as well as social and emotional growth, Fowler Unified schools and employees have received unprecedented recognition and awards due in part to our students, instructional programs, and outstanding staff of highly committed educators and employees. Fowler Unified School District prides itself on providing a challenging and positive learning experience for all students.

Fowler Unified School District serves the communities of Fowler (6,042 approximate population) and Malaga (947 approximate population) and rural areas surrounding both communities. Fowler Unified is ideally situated a short 11 miles south of Fresno; boasts the highest graduation rate in Fresno County at 98% and both the highest vocational education and visual-performing arts participation. Fowler Unified School District is a Preschool-12 school district with nine schools, Malaga Elementary (Preschool - 5th), Marshall Elementary (Preschool - 2nd), Fremont Elementary (3rd - 5th), Sutter Middle School (6th - 8th), Fowler High School (9th -12th), and Fowler Alternative School. Fowler Unified School District provides services to approximately 2609 students.

The District demographic data includes strengths of an average of 76% of students who qualify for free/reduced lunch, 23% of students classified as English learners, 79.85% Hispanic, 8.93% White, 9.39% Asian, and 8% Black/African American. This rich diversity allows students to positively interact with others and experience a wide variety of rich backgrounds that enhance student achievement.

LCAP Highlights

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

Fowler Unified School District's (FUSD) commitment to continuous improvement is highlighted by the focus on student achievement in order to support our students' future in either a college or career setting. The district's key features in this year's LCAP consist of curriculum and instruction, access to expanded learning programs, 21st Century learning, extra and co-curricular opportunities, building a positive school culture, early childhood education, improving school libraries, and providing safe and clean schools. Each feature promotes an optimal learning environment for all students, therefore, maintaining and sustaining these efforts will continue to be the focus for FUSD.

Providing ongoing professional development in order to meet the needs of our students is also a key feature in this year's LCAP. Professional development in the areas of content, English Language Development, technology, assessment, data analysis, and student engagement have been the focus for FUSD. Trainings are provided throughout the school year and two calendared staff development days. All newly hired staff is provided a week long training that focuses on the district's instructional expectations and preparation for their upcoming school year. Teacher survey results indicate their appreciation for the professional development opportunities and continue to indicate a need for such opportunities.

Parent engagement also continues to be a focus for Fowler Unified School District and plays a key feature in this year's LCAP. Each school site provides a minimum of four "Parent Nights" which provide trainings in the areas of literacy, mathematics, science, and technology. Parents are encouraged to attend these bilingual events thru flyers, calls home and social media posts. Parent participation in the district and site specific involvement and engagement opportunities has increased significantly. Fowler USD believes a partnership with parents contributes to student achievement, warranting the continued focus in this year's LCAP.

Review of Performance

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

Greatest Progress

Fowler Unified School District (FUSD) developed schools systems which implement practices that meet the needs of all students and the increasing demands of the common core state standards (CCSS). The shifts within the CCSS requires teachers and school leaders to continuously evaluate student needs' and provide a learning environment that has both challenge and intervention features. FUSD's continuous improvement model lends itself to the challenging demands of today's education system and has provided a direct link to our greatest progress.

The greatest areas of progress is the graduation rate for all students as indicated with the Blue performance level. In addition, in review of local performance goals, opportunities to participate in extra and co-curricular activities have all proved to be in positive standing for Fowler Unified. LCAP survey results continue to indicate students, parents, staff and the community give FUSD a score of 8 out of 10 in meeting the six (6) LCAP goals, all of which encompass the preceding list of

accomplishments. It is also important to note, Fowler USD's high graduation rate attributed to a blue rating for all students and all subgroups within the California School Dashboard.

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

Greatest Needs

The unduplicated student count in the Fowler Unified School District comprises just under 77.15% of the student population, therefore the Supplemental and Concentration funds are used to enhance the entire educational program, with the actions and services principally directed toward meeting the needs of unduplicated student subgroups. These funds are targeted to support low income, English Learners and foster youth to increase teacher efficacy and ensure equity, thus closing the achievement gap for identified subgroups. Fowler Unified School District recognizes the Orange performance level per the California School Dashboard in the areas of English Language Arts (ELA) and Mathematics for All Students as the areas of greatest need, with the subgroups of Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and Hispanic needing particular focus.

Results for Students with Disabilities denotes an intense focus is warranted, indicated specifically by the Red performance level per the California School Dashboard in both English Language Arts (ELA) and Mathematics. In the area of ELA, score for Students with Disabilities maintained with +0.8 points placing Students with Disabilities in a Very Low Status at 96.3 points below level 3. In the area of Mathematics, a decrease of -6.5 points was posted by Students with Disabilities, with a Very Low Status of 126.8 points which is below level 3. Similarly, the California School Dashboard in both English Language Arts (ELA) and Mathematics indicates a Student Performance level of Orange for the subgroups English Learners, Socioeconomically Disadvantaged, and Hispanic. In the area of ELA, English Learners declined by -5.4 points, Socioeconomically Disadvantaged declined by -6.3 points, and Hispanics declined by -5.4 points. In the area of Mathematics, English Learners declined by -9.3 points, Socioeconomically Disadvantaged declined -4.7 points, and Hispanics declined by -3.3 points.

The Suspension Rate for All Students for Fowler Unified was indicated with a Green performance level per the California School Dashboard. Further focus is needed in the area of Suspension Rate for the subgroups of Foster Youth and Students with Disabilities as noted by the performance level of Red for Foster Youth and Orange for Students with Disabilities.

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

Performance Gaps

Based on California's accountability model, the California School Dashboard, Fowler Unified received district-wide Green status for Suspension Rate and English Learner Progress, Blue status for Graduation Rate and Orange status for English Language Arts and Mathematics. When drilling

down to identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance, there are performance gaps found among Foster Youth and Students with Disabilities in the area of Suspension, English Learners in the area of Graduation Rate, Students with Disabilities in the area of English Language Arts, and Students with Disabilities in the area of Mathematics.

Suspension rates in the district continue to be a priority, particularly for the Foster Youth - Red status, and Students with Disabilities - Orange status. In addition to an overall restructuring of our current Positive Behavior Interventions and Supports (PBIS) model, the District is providing additional social emotional support services for students at all grade levels. In addition, social emotional support services will offer staff professional development in the area of student discipline, social emotional behaviors and interventions. Graduation Rate for Fowler Unified School District is among the highest in the county at 97.7%, resulting in a Blue status for All Students. English Learners performed two levels below the all performance level resulting in a Yellow status. English Learners declined -3.8% with a total of 94.6%. Although English Learners have a high graduation rate, closer monitoring the of graduation rate of all students groups and especially English Learners has resulted. High school staff is tracking English Learners via Ellevation, a student data program, which provides staff the opportunity to monitor grades, assessments results (CASSPP and ELPAC) and to develop individualized plans to ensure students are on track to graduate. In English Language Arts and Mathematics, Students with Disabilities are performing two levels below the All Student performance level resulting in a Red status. In order to address this performance gap, special education staff and general education staff will continue to receive professional development in the areas of literacy and mathematics, with specific focus on support for Special Education students. Special education staff will be receiving additional training on newly adopted English Language Arts materials which scaffold the instruction and reinforces and supports the general education teachers. A Districtwide focus on Mathematics will take place in the 2018-2019 school year, with training for all staff, including special education staff in the area of Mathematics. Research based professional learning based on John Hattie's Visible Learning in Mathematics will be the focus for both district staff development days, along with a monthly math focus during early release. The goal of the trainings will be to improve the instruction and delivery of the math instruction and to fully support students struggling in Mathematics, with particular focus on Students with Disabilities. In addition, there is a heavy emphasis on increasing interventions and supports for students prior to identifying students for special education.

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

Increased or Improved services

The most significant ways that Fowler Unified will increase or improve services for low income students, English learners, and foster youth include the investment in these actions and services:

- Professional learning in the areas of Literacy and Mathematics instruction in order to ensure all students are making annual gains towards proficiency
- Social emotional support

- Extended learning opportunities in grades K-8 during the school day via an outside source in order to close the achievement gap
- Improved parental involvement activities and engagement
- Revamping a coordinated approach to positive school climate

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$31,978,728
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$27,369,938.00

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

Title I funds (\$884,591 total in 2018/2019) are provided to school-wide sites including Malaga, Marshall, Fremont, Sutter Middle school, and Fowler Academy Alternative Education Schools. Professional development trainings for teachers is provided by Title I funds, which assist to deliver a cohesive TK-12 educational plan for all students. Instructional aides have been hired to provide extra instruction to students needing additional assistance. Supplemental materials and educational programs are purchased with Title I funds. In addition, after school tutoring is provided for students who need additional help in one or more subject areas.

Title IIa funds (\$64,597 total in 2018/2019) are utilized for professional development in areas of academic content, ELD, lesson design and delivery, and student engagement. Professional development is delivered through in-house training, specialized providers, grade level meetings and individualized trainings. In addition, Title IIa funds allow FUSD to purchase materials and professional books to assist teachers in improving their craft.

Title III LEP funds (\$54,995 total in 2018/2019) are utilized to assist with the needs of English Learners. Funds are specifically utilized to place Academic Coaches at school sites who assist with the development of individualized learning plans, ELD trainings, oversight of the Ellevation EL student data system, and provide intervention for ELs based on academic need. In addition, bilingual aides and materials and supplies are funded thru Title III LEP funds.

Title III Immigrant funds (\$2,746 total in 2018/2019) are utilized to purchase supplemental materials and supplies for immigrant students.

Title I and Special Education funds (\$2,025,075 total in 2018/2019) are utilized to provide Response to Intervention (RTI) services to students who are identified as lacking academic progress in the areas of ELA and Mathematics.

Of the \$3,032,004 total available Federal funds in 2018/2019, we plan to utilize \$784,692 of these funds, in addition to the LCAP funds of \$26,585,246, to total \$27,369,938 budgeted to meet planned actions/services to meet the goals in the LCAP for the LCAP year.

The remaining \$4,608,790 is nonLCAP items such as local grants, maintenance, transportation, etc.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$26,585,246

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Increase Academic Achievement of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

State Standardized Assessments as measured by ELA CAASPP scores
Distance from Level 3

17-18

13.8 Below Level 3

Baseline

18.8 Below Level 3

22.4 Below Level 3

Metric/Indicator

State Standardized Assessments as measured by MATH CAASPP scores
Distance from Level 3

17-18

37.6 Below Level 3

Baseline

47.6 Below Level 3

49.6 Below Level 3

Expected

Actual

<p>Metric/Indicator A-G: % pupils with successful course completion</p> <p>17-18 45.4%</p> <p>Baseline 43.4%</p>	<p>34.8% Note - original baseline was discovered to have been incorrect and has been adjusted to 42.2%</p>
<p>Metric/Indicator CTE Sequence of Study is % of students with two courses in the same pathway</p> <p>17-18 30%</p> <p>Baseline 28.76%</p>	<p>22%</p>
<p>Metric/Indicator AP: Pupils Scoring 3 or higher</p> <p>17-18 4.2%</p> <p>Baseline 3.68%</p>	<p>48.2% Note - original baseline was adjusted to 38.4% (see more details in Analysis section)</p>
<p>Metric/Indicator EAP: % pupils scoring "ready" or higher ELA</p> <p>17-18 27%</p> <p>Baseline 25.2%</p>	<p>28%</p>
<p>Metric/Indicator EAP: % pupils scoring "ready" or higher MATH</p> <p>17-18 5%</p> <p>Baseline 4.4%</p>	<p>4%</p>
<p>Metric/Indicator State Standards Implementation as measured by a rating of the State Reflection Tool</p>	<p>3.5</p>

Expected

Actual

<p>17-18 3.5 Baseline 2.7</p>	
<p>Metric/Indicator 100% of students with sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' 17-18 100% Baseline 100%</p>	100%
<p>Metric/Indicator Access to a broad course of study as measured percentage of teacher and/or master schedules 17-18 100% Baseline 100%</p>	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
Provide state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via Units of Study or content adoption programs.	Provided state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via Units of Study or content adoption programs.	4000-4999: Books And Supplies Base \$42,257	4000-4999: Books And Supplies Supplemental/Concentration \$52,482

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff, and parents. The intervention and support staff will extend assistance in the areas of content areas, technology, behavior and social/emotional, as a result the unduplicated students will see academic gains on state and local assessments.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA retained/ hired intervention and support staff to provide intervention and support for students Preschool - 12, staff, and parents. The intervention and support staff extended assistance in the areas of content areas, technology, behavior and social/emotional, as a result the unduplicated students saw academic gains on state and local assessments.

4000-4999: Books And Supplies Supplemental/Concentration \$58,680

4000-4999: Books And Supplies Supplemental/Concentration \$61,618

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$647,857

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$628,198

3000-3999: Employee Benefits Supplemental/Concentration \$119,257

3000-3999: Employee Benefits Supplemental/Concentration \$112,950

Action 3

Planned Actions/Services

Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.

Actual Actions/Services

Retained/hired properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Base \$13,425,815

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Base \$13,225,550

3000-3999: Employee Benefits Base \$2,561,417

3000-3999: Employee Benefits Base \$2,269,350

Action 4

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided summer school intervention, enrichment, and original credit classes for grade TK-12 and

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$154,480

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$184,715

related costs, including materials and supplies, as a result the unduplicated students will see academic gains on state and local assessments.

related costs, including materials and supplies, as a result the unduplicated students saw academic gains on state and local assessments.

3000-3999: Employee Benefits Supplemental/Concentration
\$5,270

3000-3999: Employee Benefits Supplemental/Concentration
\$42,790

5000-5999: Services And Other Operating Expenditures Supplemental/Concentration
\$60,782

Action 5

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection, as a result the unduplicated students will see academic gains on state and local assessments.

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA purchased/contracted with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection, as a result the unduplicated students saw academic gains on state and local assessments.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$129,085

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$212,177

Action 6

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices, as a result the unduplicated students will see

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA improved and increased library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices, as a result the unduplicated students

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration
\$123,000

3000-3999: Employee Benefits Supplemental/Concentration
\$24,500

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration
\$93,506

3000-3999: Employee Benefits Supplemental/Concentration
\$14,087

academic gains on state and local assessments.

saw academic gains on state and local assessments.

4000-4999: Books And Supplies Supplemental/Concentration
\$50,000

4000-4999: Books And Supplies Supplemental/Concentration
\$123,812

Action 7

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase supplemental and intervention materials, including technology based instructional programs and related costs, as a result the unduplicated students will see academic gains on state and local assessments.

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA purchased supplemental and intervention materials, including technology based instructional programs and related costs, as a result the unduplicated students saw academic gains on state and local assessments.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$253,500

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$243,836

Action 8

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades K-12, as a result the unduplicated students will see academic gains on state and local assessments.

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA retained/hired properly credentialed teachers for the purpose of reducing class sizes as needed for grades K-12, as a result the unduplicated students saw academic gains on state and local assessments.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration
\$1,437,554

3000-3999: Employee Benefits Supplemental/Concentration
\$401,470

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration
\$1,294,820

3000-3999: Employee Benefits Supplemental/Concentration
\$271,912

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, provide support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development, as a result the unduplicated students will see academic gains on state and local assessments.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development, as a result the unduplicated students saw academic gains on state and local assessments.

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$251,747

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$146,903

3000-3999: Employee Benefits Supplemental/Concentration \$46,350

4000-4999: Books And Supplies Supplemental/Concentration \$20,000

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$196,694

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$109,131

3000-3999: Employee Benefits Supplemental/Concentration \$22,164

4000-4999: Books And Supplies Supplemental/Concentration \$117,484

Action 10

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an After School Program, as a result the unduplicated students will see academic gains on state and local assessments.

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided an After School Program, as a result the unduplicated students saw academic gains on state and local assessments.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$208,000

3000-3999: Employee Benefits Supplemental/Concentration \$42,000

4000-4999: Books And Supplies Supplemental/Concentration \$8,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$118,961

3000-3999: Employee Benefits Supplemental/Concentration \$32,230

4000-4999: Books And Supplies Supplemental/Concentration \$14,962

Action 11

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide ELD

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided ELD

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries

and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs, as a result the unduplicated students will see academic gains on state and local assessments.

and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs, as a result the unduplicated students saw academic gains on state and local assessments.

Supplemental/Concentration
\$48,900

Supplemental/Concentration
\$54,976

3000-3999: Employee Benefits
Supplemental/Concentration
\$9,780

3000-3999: Employee Benefits
Supplemental/Concentration
\$9,885

Action 12

Planned Actions/Services

Our students are achieving at a significantly lower level, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including a health tech on site.

Actual Actions/Services

Our students are achieving at a significantly lower level, therefore, the LEA provided summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including a health tech on site.

Budgeted Expenditures

2000-2999: Classified Personnel
Salaries Base \$7,380

Estimated Actual Expenditures

2000-2999: Classified Personnel
Salaries
Supplemental/Concentration
\$1,837

3000-3999: Employee Benefits
Base \$820

3000-3999: Employee Benefits
Supplemental/Concentration
\$441

Action 13

Planned Actions/Services

The LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.

Actual Actions/Services

The LEA improved and increased library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices.

Budgeted Expenditures

2000-2999: Classified Personnel
Salaries Base \$32,000

Estimated Actual Expenditures

2000-2999: Classified Personnel
Salaries Base \$29,461

3000-3999: Employee Benefits
Base \$6,500

3000-3999: Employee Benefits
Base \$7,365

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.

Continued support in enhancing instruction continues to be the focus through professional development for all teachers. The continued focus on improving math instruction included new materials for 6-12 and a new scope and sequence for K-5. Additionally, intervention support programs provided to struggling students throughout the day and in the classroom provide students with the

opportunity to succeed in school and beyond. Parents survey results indicate 94.3% believe the district has made significant progress toward increasing academic achievement of all students. Furthermore, in order to meet the demands of the common core ELA and ELD standards a new ELA/ELD program will be made for grades TK-11. The programs will be vetted via an adoption committee to ensure a program that best meets the needs of our students is selected. In addition, a Social Science curriculum will also be purchased for grades 6-12.

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

The actions and services continue to be key factors as to the attainment of Goal 1. Overall, the District actions and services were effective. However, state testing results did indicate English language arts and mathematics as areas needing continued focus. Achievement on the SBAC showed an achievement gap between English Learners and English only students, Students with Disabilities, Hispanics and Socioeconomically Disadvantaged students. The actions and services continue to be needed in order to increase student achievement and meet Goal 1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding changes included the following:

In Action #1 expenditures were \$10,225 more than expected because data indicated a need to provide more standards practice than what the Units of Study provided, therefore, additional instructional materials were purchased to enhance Units of Study.

In Action #2 expenditures were \$23,028 less than expected because Intervention/Support Staff payroll turned out to be slightly cheaper than budgeted.

In Action #3 expenditures were \$492,332 less than expected because the benefits for retained teachers was slightly less expensive because the percentage increases were projected higher than they turned out to be.

In Action #4 expenditures were \$128,537 more than expected because we expanded summer school more than we anticipated and we hired Teaching Fellows to run our enrichment program. Summer school support staff was less than originally expected.

In Action #5 expenditures were \$83,092 more than expected because we became aware of more intervention software and data analysis software, we decided to purchase more software programs than originally expected.

In Action #6 expenditures were \$33,905 more than expected because library personnel cost less than originally expected but supplies were more due to library renovations. Library aides spent more overtime tutoring students than expected.

In Action #7 expenditures were \$9,664 less than expected because technology purchases were less than expected.

In Action #8 expenditures were \$272,292 less than expected because class size reduction costs were slightly less due to teacher turnover and newly hired teachers costing less than retired teachers.

In Action #9 expenditures were \$19,527 less than expected because the PK-3 targeted costs were less than budgeted with the program in year 4 needs less in salaries and more in student and parent materials.

In Action #10 expenditures were \$91,847 less than expected because sites received additional After School funding which allowed for an expansion of program and less funds needed from outside sources.

In Action #11 expenditures were \$6,181 more than expected because additional ELD materials were provided to sites for targeted ELD instruction.

In Action #12 expenditures were \$5,922 less than expected because we originally, we thought we would fund the enrichment program out of another funding source but the funding source changed.
In Action #13 expenditures were \$1,674 less than expected because other funding sources were used.

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.

Newly adopted ELA/ELD programs, therefore, verbiage in the actions/services have been modified to include adoption programs rather than Units of Study in the area of ELA. Also - A-G and AP metrics were discontinued and re-established - the A-G original baseline was discovered to be incorrect and the way the AP pass rate was calculated was also problematic (i.e., calculated as a % of all students vs only those students who took the test). Adjustments were made and moved to new lines/metrics. The new addition of the CCI metric was included as part of Goal 1.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Increase Academic Achievement for English Learners

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

State Standardized Assessment as measured by ELA CAASPP scores
Distance from level 3 for ELs

17-18
27.0 Below Level 3

Baseline
30.6 Below Level 3

36 Below Level 3

Metric/Indicator

State Standardized Assessment as measured by MATH CAASPP scores
Distance from level 3 for ELs

17-18
50.0 Below Level 3

Baseline
53.7 Below Level 3

63.1 Below Level 3

Expected

Actual

<p>Metric/Indicator EL Reclassification Rate</p> <p>17-18 11%</p> <p>Baseline 10% (16-17)</p>	<p>14.6%</p>
<p>Metric/Indicator EL access State Standards & ELD Standards as measured with State Reflection Tool</p> <p>17-18 100%</p> <p>Baseline 100%</p>	<p>100%</p>
<p>Metric/Indicator EL annual growth percentage as measured by CELDT/ELPAC (one year's growth).</p> <p>17-18 39.5%</p> <p>Baseline 38.99% (N = 193)</p>	<p>60.2%</p>

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
<p>Hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcomers with intervention and English Language Development (ELD).</p>	<p>Hired a Secondary ELD Intervention Specialist provided targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcomers with intervention and English Language Development (ELD).</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$95,800</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$82,381</p>
		<p>3000-3999: Employee Benefits Supplemental/Concentration \$19,200</p>	<p>3000-3999: Employee Benefits Supplemental/Concentration \$28,812</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	Provided tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.	4000-4999: Books And Supplies Supplemental/Concentration \$6,000	3000-3999: Employee Benefits Supplemental/Concentration \$6,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	Contracted with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$25,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6,233

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs	English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs were provided to increase reading level so as to meet grade level proficiency requirements and related costs	4000-4999: Books And Supplies Supplemental/Concentration \$9,000	4000-4999: Books And Supplies Supplemental/Concentration \$16,540

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an Academic Coach at each site to provide intervention services.

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA provided an Academic Coach at each site to provide intervention services.

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$60,000

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$90,100

3000-3999: Employee Benefits Supplemental/Concentration \$12,000

3000-3999: Employee Benefits Supplemental/Concentration \$16,200

Action 6

Planned Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support staff at school sites.

Actual Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA provided intervention and support staff at school sites.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Base \$1,080,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Base \$1,108,571

3000-3999: Employee Benefits Base \$199,321

Action 7

Planned Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population in the area of Math, therefore, the LEA will provide intervention and support via a Math coach.

Actual Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population in the area of Math, therefore, the LEA provided intervention and support via a Math coach.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$41,750

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$41,041

3000-3999: Employee Benefits Supplemental/Concentration \$8,250

3000-3999: Employee Benefits Supplemental/Concentration \$7,379

Action 8

Planned Actions/Services

Our Long Term English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will

Actual Actions/Services

Our Long Term English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,500

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2,365

provide intervention and support at the 9-12 level.

provided intervention and support at the 9-12 level.

3000-3999: Employee Benefits Supplemental/Concentration \$1,250

3000-3999: Employee Benefits Supplemental/Concentration \$361

Action 9

Planned Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide instructional aides to provide intervention and support.

Actual Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA provided instructional aides to provide intervention and support.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$26,250

3000-3999: Employee Benefits Supplemental/Concentration \$5,250

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$31,905

3000-3999: Employee Benefits Supplemental/Concentration \$7,976

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.

Goal 2 was implemented according to the plan, as were the actions and services. Professional development in the area of ELD provided teachers with new strategies and lessons and will continue in the 18-19 school year.

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

Overall, the actions and services are helping the district reach the goal of increasing academic achievement for English Learners. Although the gap between English Learners and non-English Learners continues to exist, our work with Long Term English Learners (LTELs) has increased student reclassification rate and reading comprehension at the middle school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2
Funding changes included the following:

In Action #1 expenditures were \$3,807 less than expected because other funding sources were used.
In Action #2 expenditures were as expected.

In Action #3 expenditures were \$18,767 less than expected because ELD staff development was paid by other funding sources more than original expected and budgeted.

In Action #4 expenditures were \$7,540 more than expected because more reading materials were purchased as the infrastructure was already prepared to help ELD students but lacked for materials for all students.

In Action #5 expenditures were \$34,300 more than expected because we charged the academic coached to this funding source rather than other funding sources more than originally budgeted.

In Action #6 expenditures were \$227,892 more than expected because increased costs of personnel.

In Action #7 expenditures were \$1,580 less than expected because site support staff for ELDs was slightly more than expected and the Math Coach was slightly less than expected.

In Action #8 expenditures were \$5,024 less than expected because other funding sources were also utilized for personnel costs.

In Action #9 expenditures were \$8,381 more than expected because ELD aides cost more than we had originally expected and 9-12 intervention support was paid from other funding sources more than expected.

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.

Professional development in the area of ELD will continue in order to meet the needs of our English Learners. Academic Coaches who will focus on ELD and Math will be implemented in 2018/2019, the term Math Coach was eliminated and now reflects Academic Coaches where applicable.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Increase 21st Century Learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12.

17-18

72% FHS
50% Sutter

Baseline

71% (17-18) FHS
58% (17-18) Sutter

51% FHS
47% Sutter

Metric/Indicator

Provide % of academic teachers with instructional technology and digital tools.

100%

Expected

Actual

17-18

100%

Baseline

100%

Metric/Indicator

Provide % of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day.

17-18

100%

Baseline

100%

Metric/Indicator

Provide % of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day.

17-18

100%

Baseline

100%

Metric/Indicator

Meet or exceed current district participation rate for Career Technical Education/ ROP classes.

17-18

89%

Baseline

88%

Metric/Indicator

Meet or exceed current district participation rate for STEM Pathway courses.

17-18

38% FHS

11% Sutter

Baseline

37.8% FHS

10.5% Sutter

100%

100%

86%

37% FHS
16.8% Sutter

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
Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.	Purchased computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.	4000-4999: Books And Supplies Base \$250,000	4000-4999: Books And Supplies Base \$384,450

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain/Hire personnel to maintain technology devices and infrastructure and related costs.	Retained/Hired personnel to maintain technology devices and infrastructure and related costs.	2000-2999: Classified Personnel Salaries Base \$250,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$17,738
			3000-3999: Employee Benefits Supplemental/Concentration \$6,887

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials	Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA retained/hired personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$100,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$87,939
		3000-3999: Employee Benefits Supplemental/Concentration \$20,000	3000-3999: Employee Benefits Supplemental/Concentration \$30,519

and supplies. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

materials and supplies. As a result the enrollment of unduplicated students in CTE/ROP courses increased and provided a positive impact on their academic achievement.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.</p>	<p>Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA retained/hired personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students. As a result the enrollment of unduplicated students in CTE/ROP courses increased and provided a positive impact on their academic achievement.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$30,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Goal 3 was implemented according to the plan. Per the LCAP survey, 91.4% of parents indicated that the district has made significant progress toward increasing 21st century learning while 86.9% of teachers indicated that the district has made significant progress toward increasing 21st century learning. Students were asked to select two out of four services that were most important to them and although many of the services were important to students, the two most important services were extracurricular activities and connections with community resources.

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

The actions and services continue to be key factors as to the attainment of Goal 3. The program enhancements offered to students through additional curricular and extra/co curricular programs, technology, and CTE/ROP courses are recognized as improving student opportunities with 21st century learning by parents, teachers and students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding changes included the following:

In Action #1 expenditures were \$134,450 more than expected because we purchased more computer devices for the students when we refined our intervention strategies.

In Action #2 expenditures were \$225,375 less than expected as Goal 3 Action 1 required additional funding other funding sources were utilized for personnel to maintain technology devices and infrastructure.

In Action #3 expenditures were \$1,542 less than expected because CTE personnel salaries decreased.

In Action #4 expenditures were as expected.

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

There were no changes to the goal, expected outcomes, metrics, or actions and services as our continued focus on 21st Century learning will need continuous focus on this goal and actions/services.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

Increase Parent Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Parental Engagement as measured by Fowler USD LCFF/LCAP survey participation rate.

17-18

81%

Baseline

80%

82%

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

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide school/district communications and parent involvement opportunities Preschool - 12; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on CAASPP assessments and increases on parent engagement measures.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided school/district communications and parent involvement opportunities Preschool - 12; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on CAASPP assessments and increases on parent engagement measures.

4000-4999: Books And Supplies Supplemental/Concentration \$35,000

4000-4999: Books And Supplies Supplemental/Concentration \$8,237

4000-4999: Books And Supplies Base \$8,000

4000-4999: Books And Supplies Base \$2,330

Action 2

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on entry level early childhood assessments and increases on parent engagement measures.

Actual Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA expanded and promoted preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on entry level early childhood assessments and increases on parent engagement measures.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$10,000

4000-4999: Books And Supplies Base \$2,000

3000-3999: Employee Benefits Supplemental/Concentration \$1,500

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration \$15,417

3000-3999: Employee Benefits Supplemental/Concentration \$3,156

4000-4999: Books And Supplies Base \$1,876

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.

Goal 4 was implemented according to the plan. Increasing parent involvement continues to be a focus for the district as validated in Parent Survey with an increase in participation from of 82%, up from 70%. In addition, 84.2% of parents indicated that the district has made significant progress toward increasing parent involvement.

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

The actions and services continue to be key factors as to the attainment of Goal 4. Actions and services are providing parents with opportunities to learn new skills and interact with thier children, the school and other parents all of which contribute to positive feedback and attainment of Goal 4.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding changes were made based on needs and total costs of product/services, specifically in the area of books and supplies which was less than expected.

PK-3 parent involvement increased as well as the related costs. Parent engagement at the higher grades was paid more from other funding sources than originally expected.

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

There were no changes to the goal, expected outcomes, metrics, or actions and services. A continued focus to provide parent involvement will be made, with the addition of specific parent involvement opportunities to enhance parenting skills which was requested as possible topics from the DELAC.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 5

Provide a Positive School Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate 17-18 98% Baseline 97.7% (15/16)	96.15% (as of 03/23/2018)
Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism 17-18 6.5% Baseline 6.7% (15/16)	8.4%
Metric/Indicator Middle School Dropout Rate	0%

Expected

Actual

<p>17-18 0%</p> <p>Baseline 0% (15/16)</p>	
<p>Metric/Indicator High School Dropout Rate</p> <p>17-18 0%</p> <p>Baseline 0% (15/16)</p>	0.1%
<p>Metric/Indicator High School Graduation Rate</p> <p>17-18 97.5%</p> <p>Baseline 97.7% (15/16)</p>	95.3%
<p>Metric/Indicator Suspension Rate</p> <p>17-18 3.5%</p> <p>Baseline 3.58% (14/15)</p>	1.9% (16/17)
<p>Metric/Indicator Expulsion Rate</p> <p>17-18 .04%</p> <p>Baseline .04% (14/15)</p>	0.18 (16/17)
<p>Metric/Indicator School Climate Survey % responses high levels for school connectedness.</p> <p>17-18 59%</p> <p>Baseline 57% (14-15 CHS)</p>	55% (16/17)

Expected

Metric/Indicator
 School Climate Survey % responses feel very safe at school.
17-18
 79%
Baseline
 77% (14-15 CHS)

Metric/Indicator
 Facilities Maintained at the rate of “good or better” on the FIT for all sites.
17-18
 Meet
Baseline
 Met (16/17)

Actual

72% (16/17)

Met

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
Provide behavior support and at-risk intervention programs as well as training at all sites. Given that some of our unduplicated students have suspension rates higher than other subgroups, we will provide behavior support and at-risk intervention programs as well as training at all sites that is principally directed toward unduplicated students and effective in meeting the need to reduce suspensions. As a result of increased support and intervention programs, we expect to see overall decreases in suspension rates and particularly a closing of the gap	Provided behavior support and at-risk intervention programs as well as training at all sites. Given that some of our unduplicated students have suspension rates higher than other subgroups, we will provide behavior support and at-risk intervention programs as well as training at all sites that is principally directed toward unduplicated students and effective in meeting the need to reduce suspensions. As a result of increased support and intervention programs, we expected to see overall decreases in suspension rates and particularly a closing of	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$125,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$147,368
		3000-3999: Employee Benefits Supplemental/Concentration \$25,000	3000-3999: Employee Benefits Supplemental/Concentration \$31,294

that currently exists between subgroups of students.

the gap that currently exists between subgroups of students.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.	The District completed routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retained/hired maintenance personnel.	5000-5999: Services And Other Operating Expenditures Base \$1,100,000	5000-5999: Services And Other Operating Expenditures Base \$1,186,430

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.	Provided student transportation to and from school during school year and summer school; provided security to improve campus safety.	2000-2999: Classified Personnel Salaries Base \$308,000	2000-2999: Classified Personnel Salaries Base \$454,216
		3000-3999: Employee Benefits Base \$128,000	3000-3999: Employee Benefits Base \$218,319
		4000-4999: Books And Supplies Base \$131,000	4000-4999: Books And Supplies Base \$187,610
		5000-5999: Services And Other Operating Expenditures Base \$225,000	5000-5999: Services And Other Operating Expenditures Base \$283,340

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with outside agencies to provide health services for students. Unduplicated students,	Contracted with outside agencies to provide health services for students. Unduplicated students,	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

particularly Low-income students are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. In order to improve attendance outcomes and increase student achievement for our unduplicated students in these areas, we will contract with outside agencies to provide health services for students that are effective in addressing these needs. Given these increased services, we anticipate our unduplicated students' attendance, health, and academic assessments to increase.

particularly Low-income students are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. In order to improve attendance outcomes and increase student achievement for our unduplicated students in these areas, we contracted with outside agencies to provide health services for students that are effective in addressing these needs. Given these increased services, we anticipate our unduplicated students' attendance, health, and academic assessments to increase.

Supplemental/Concentration
\$105,000

Supplemental/Concentration
\$184,905

Action 5

Planned Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population and significant performance gaps exist between subgroups. Many of the unduplicated students do not have access to the latest technology or environments with technology equipment that will reinforce and extend their classroom learning. Additionally, our existing learning center/library furniture is not up to today's standards. The physical

Actual Actions/Services

Our unduplicated students were achieving at a significantly lower level than the overall population and significant performance gaps existed between subgroups. Many of the unduplicated students did not have access to the latest technology or environments with technology equipment that would reinforce and extend their classroom learning. Additionally, our existing learning center/library furniture was not up to today's standards. The physical

Budgeted Expenditures

5000-5999: Services And Other
Operating Expenditures
Supplemental/Concentration
\$150,000

Estimated Actual Expenditures

5000-5999: Services And Other
Operating Expenditures
Supplemental/Concentration
\$214,909

configuration is not as conducive to interactive student group learning activities as would be optimally beneficial. As we adjust to our student needs, some of our existing classrooms have not been updated with the 21st century furniture needed and an environment layout that is conducive to learning for our most at-risk students. These deficits have a negative impact on the classroom environment causing our unduplicated students to often be less comfortable when reading and unable to adequately participate in updated structured learning activities. All of these issues compound to create learning environments necessary to meet the changing and refining needs of our most at-risk students. Because of this need, we plan to rework the library layout to enhance the learning experience of students by upgrading furniture, technology and library equipment. We also know that our unduplicated students have the least access to VAPA. Research shows that students who participate in band, on average, have enhanced academic performance and improved neuroplasticity. Our facilities are not fully conducive to providing an optimal learning environment for music because of sound issues, furniture and lack of technology. To address these needs, Fowler Unified plans to improve music facilities by providing sound

configuration was not as conducive to interactive student group learning activities as would be optimally beneficial. As we adjusted to our student needs, some of our existing classrooms had not been updated with the 21st century furniture needed and an environment layout that was conducive to learning for our most at-risk students. These deficits had a negative impact on the classroom environment causing our unduplicated students to often be less comfortable when reading and were unable to adequately participate in updated structured learning activities. All of these issues compounded to create learning environments necessary to meet the changing and refining needs of our most at-risk students. Because of this need, we planned to rework the library layout to enhance the learning experience of students by upgrading furniture, technology and library equipment. We also knew that our unduplicated students had the least access to VAPA. Research showed that students who participate in band, on average, have enhanced academic performance and improved neuroplasticity. Our facilities were not fully conducive to providing an optimal learning environment for music because of sound issues, furniture and lack of technology. To address these needs, Fowler Unified planned to improve music facilities by providing sound

equipment, wall treatments, more conducive furniture and technology upgrades that are principally directed to the unduplicated population and their identified needs.

With these improved services in place, we anticipate the classroom environment to be conducive to learning and provide every opportunity for our unduplicated pupils to be academically successful. We also expect to see a closing the achievement gap that exists and increased academic scores on the CAASPP Math and ELA assessments.

The CA Dashboard shows our English Language Arts and Math Indicators are currently Yellow (medium) and English Learner Indicator is Orange (low). Our unduplicated student population have some of the least access to technology which is an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment that increases the capacity for best first instruction and the use of technology to enhance that instruction. Fowler Unified School District is committed to providing a quality education to its students. In order to address this need for our most at-risk students, we will upgrade electrical and technology infrastructure to specific classrooms to be able to support additional technology as well as

equipment, wall treatments, more conducive furniture and technology upgrades that are principally directed to the unduplicated population and their identified needs.

With these improved services in place, we anticipated the classroom environment to be conducive to learning and provided every opportunity for our unduplicated pupils to be academically successful. We also expected to see a closing the achievement gap that exists and increased academic scores on the CAASPP Math and ELA assessments.

The CA Dashboard showed our English Language Arts and Math Indicators were Yellow (medium) and English Learner Indicator was Orange (low). Our unduplicated student population had some of the least access to technology which was an essential component of education and assessment in the 21st century. The unduplicated students benefited the most from a classroom environment that increased the capacity for best first instruction and the use of technology to enhance that instruction. Fowler Unified School District is committed to providing a quality education to its students. In order to address this need for our most at-risk students, we upgraded electrical and technology infrastructure to specific classrooms to be able to support

add workstations within classrooms to accommodate students working on expanded projects and advanced technology. It is our expectation that these improved services will result in greater student access to technology, increased student collaboration, and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. Up to date classrooms and technology will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students. It is our expectation that these improved services to the instructional environment will result in more up to date facilities and have a positive impact on the academic progress of the unduplicated students as reflected in increased CAASPP scores and a quicker English language acquisition rate for our English Learners.

Our CA Dashboard shows our Graduation rate Indicator is Blue (very high) for all students and all sub groups with an indicator status. Students in grade 11 CAASPP Math have a status of significantly below level 3 (Level 3 is Standard Met). The College Career Indicator is not yet “live” on the dashboard. Given input from our stakeholders and need to enhance the Career Technology Education related opportunities for our unduplicated students,

additional technology as well as added workstations within classrooms to accommodate students working on expanded projects and advanced technology. It was our expectation that these improved services would result in greater student access to technology, increased student collaboration, and more efficient teacher presentation that would enhance the learning experience of the unduplicated student population. Classrooms and technology would have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students. It was our expectation that these improved services to the instructional environment would result in more up to date facilities and have a positive impact on the academic progress of the unduplicated students as reflected in increased CAASPP scores and a quicker English language acquisition rate for our English Learners.

Our CA Dashboard showed our Graduation rate Indicator is Blue (very high) for all students and all sub groups with an indicator status. Students in grade 11 CAASPP Math had a status of significantly below level 3 (Level 3 is Standard Met). The College Career Indicator was not yet “live” on the dashboard. Given input from our stakeholders and need to enhance the Career Technology Education related opportunities for

enhanced opportunities for students through College and Career readiness in an appropriate environment needs to continue. In order to increase/improve student access to and engagement in College and Career exploration, Fowler Unified will provide upgrades to facilities to optimize the classroom experience based on the most recent list of classes provided to the students for VEA/ROP/AG. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP, increase participation in college/career related courses as well as maintain the high graduation rates for all student groups.

our unduplicated students, enhanced opportunities for students through College and Career readiness in an appropriate environment needed to continue. In order to increase/improve student access to and engagement in College and Career exploration, Fowler Unified provided upgrades to facilities to optimize the classroom experience based on the most recent list of classes provided to the students for VEA/ROP/AG. It was our expectation that these services would result in increased performance of our unduplicated students on the ELA and Math CAASPP, increased participation in college/career related courses as well as maintain the high graduation rates for all student groups.

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.

Goal 5 was implemented according to the plan. Behavior support and at-risk intervention support staff were able to provide behavior support which decreased the suspension rate at most sites. In addition, behavior support and at-risk intervention support staff provided training to all staff on effective positive behavior strategies. Health services provided by Supplemental Health allowed for LVNs to be at all sites and provide assistance to Health Techs throughout the year with student health issues and required medical documentation. Parents, teachers, and administration alike regard the health services as a much needed service that has enhanced our district. Libraries were updated with new furniture and many new books so as to meet the demands of the 21st century library standards. Students are thrilled with their school site libraries and are enjoying their new books.

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

The actions and services continue to be key factors as to the attainment of Goal 5. The effectiveness of the actions/services of Goal 5 can be seen by the survey results indicating 91.7% of parents indicated that the district has made significant progress toward providing a positive school environment while 87.6% of teachers indicated that the district has made significant progress toward providing a positive school environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding changes were made based on needs and total costs of product/services. In addition, several actions reflect an increase or decrease in funds in order to fulfill the action. Targeted intervention helped reduce suspensions and, as a result, cost more than budgeted. Maintenance and student transportation cost more than budgeted as happens. Health services were greatly needed in our community and resulted in more utilization and cost then originally expected. We invested more money in library renovations, STEAM courses and fine arts to encourage targeted student to participate and these programs were more successful than anticipated.

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

There were no changes to the goal, expected outcomes or actions and services but the way in which graduation rate is calculated by the State has been changed. Due to this change, a decline is shown for graduation rate. Hiring additional staff for social emotional support will enhance the current staff in addressing our student needs.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 6

Provide Strategic Professional Development Opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review - Priority 1

17-18

100%

Baseline

100%

100%

Metric/Indicator

% of teachers receive CCSS related training in their subject areas to implement new state standards.

17-18

100%

Baseline

100%

100%

Expected

<p>Metric/Indicator % of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.</p> <p>17-18 100%</p> <p>Baseline 100%</p>
--

Actual

<p>100%</p>

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
<p>Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs; principally directed to the unduplicated student population. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.</p>	<p>Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA contracted with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs; principally directed to the unduplicated student population. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$175,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$154,500</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement; principally directed to unduplicated students. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.</p>	<p>Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA provided newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement; principally directed to unduplicated students. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$21,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$28,000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Fowler Unified prioritizes professional learning for educators at all stages of their career. Participation in professional learning continues to be high and teachers report it as a benefit of working in Fowler Unified. Year 1 and Year 2 teachers are especially complimentary of their summer training which is designed to provide new teachers with an understanding of their content areas, technology, special education and instructional expectations. All teachers are provided professional learning opportunities throughout the school year, with secondary teachers focusing on their content areas and ELD, and at the elementary level in the areas of literacy, math and ELD.

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

The actions and services continue to be key factors as to the attainment of Goal 6. The three goals in which the district has made the most progress, according to teachers, are providing a positive school environment (8.48), increasing 21st century learning (8.22), and providing strategic professional development opportunities (8.09). Teachers were asked to rank six professional development topics (Academic Content, Lesson/Unit Design, Classroom Management, Instructional Strategies, Student Engagement, and Technology) in order of need, from greatest to least, of further staff development. The professional development topic in greatest need of staff development is Academic Content, which is consistent with current professional learning goals and actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some funds were readjusted to meet the needs of significant funding changes based on needs and costs. We are using primarily the Tulare County Office of Education and the Fresno County Office of Education to provide educator staff development. The costs vary based on teacher needs and subjects.

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

There were no changes to the goal, expected outcomes, metrics, or actions and services.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

In the development of the Fowler Unified School District LCAP, various opportunities to engage stakeholder groups including parents, students, local bargaining units, classified and certificated staff, school board, and the communities of Fowler and Malaga. Fowler USD gathered suggestions and comments from stakeholders at both the district and site levels. The following stakeholder groups were consulted: District English Language Advisory Council (DELAC), District Advisory Council (DAC), School Site Council (SSC), and the English Language Advisory Council (ELAC). Presentations were developed to provide our audiences with an understanding of the 8 State Priorities, District goals, Actions and Services and assessment data. Further, to expand efforts to engage all stakeholders and attain responses to the level of satisfaction about the District goals, Actions and Services and assessment data, an online survey was provided to students, parents and district staff. Parents were asked to rate the district's progress toward the six LCAP goals, on a 10-point scale. Responses indicated that parents have seen progress in all six goals, with the mean ratings ranging from 8.54 to 9.11. Teachers were asked to rate the district's progress toward the six LCAP goals, on a 10-point scale. Responses indicated that teachers have seen progress in all six goals, with the mean ratings ranging from 6.94 to 7.71. Students were asked to select two out of four resources that were most important to them. Although many of the resources were important to students, the two most important resources were more and better access to technology and stronger academic programs. All stakeholder meetings, presentations, and surveys were provided in English and Spanish.

Stakeholder Engagement Forums:

School Board Meetings – Updates of requirements and progress of the LCAP, LCFF funds, and stakeholder feedback are provided to the Fowler Unified Local Governing Board on a monthly basis. The progress of the LCAP is presented throughout the school year. Data for all metrics is presented as data becomes available throughout the school year, with an overview of all metrics on meeting prior to public hearing.

Dates: 9/13/17, 10/11/17, 11/15/17, 12/6/17, 1/17/18, 2/21/18, 3/14/18, 5/9/18, 5/30/18, and 6/13,18

Public Hearing - A public hearing was held to present the draft LCAP on 5/9/18

Public Comment Period - A Google Bilingual form titled Fowler Unified draft LCAP Public Comments Form- Comentario Publicos del borrador LCAP del Distrito de Fowler was posted on May 25, 2017 and made available for public comment on the Fowler Unified

School District web page. Stakeholders were provided information regarding the public comment form during the District-wide Parent Advisory meeting held on 3/20/2018.

Board Approval - The Fowler Unified Governing Board approved the LCAP on 6/13/2018

Districtwide Parent Advisory Meeting (DAC) - All parents and community members, including Foster Youth, Homeless, Title I, English Learners, and Migrant parents are notified via District publication (Supergram), phone messages, public posting, web page, and meeting notices about bi-annual Fowler USD Districtwide Parent Advisory meeting. District administration, including the superintendent, provides parents an opportunity to review the draft LCAP, review data, and provide feedback through the completion of the 2017-2018 LCAP survey. Dates: 4/6/18 and 5/30/18.

District English Learner Advisory Committee Meetings - The DELAC, comprised of parents of students identified as English Learners was provided the opportunity to review the draft LCAP along with their feedback on how best to meet the needs of our English Learners.

DELAC members were also provided the opportunity to complete 2017-2018 LCAP, in Spanish, in order to attain specific thoughts on each District goal. Meeting dates to review the LCAP with members of the DELAC. Dates: 10/25/17, 11/13/17, 2/7/18, and 5/9/18

Advisory sessions with leadership staff - Leadership staff received LCFF and LCAP updates throughout the school year either during leadership or cabinet meetings. Leadership had the opportunity to complete the LCAP survey. Various dates throughout year.

Advisory sessions with certificated and classified staff – Site and district leadership met with certificated and classified staff to discuss the LCAP process as well as progress. Both classified and certificated completed the LCAP survey. Bargaining units were presented with a review of LCAP goals, actions and services and funding: Certificated on 12/1/17 and Classified on 12/6/17.

Student Advisory Committee (School Sites) - Student input and feedback was received from students in grades 5th through 12th. Site and district leadership met with students to provide an overview of LCFF and the LCAP, plus attain their feedback and ideas. Students completed the LCAP survey which highly encouraged students to provide their perspective of the educational process within Fowler Unified. Students completed the 2017/2018 LCAP Survey and the California Health Kids Survey.

No specific questions were provided to the Superintendent by either public comment or DAC and DELAC.

Impact on LCAP and Annual Update

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

After discussions with parents, teachers, administrators, students, bargaining units, and community stakeholders, input was evaluated and determined to confirm the current goals and actions/services as each meets the needs of our district and current realities. Stakeholders were very positive about the data results, as Fowler Unified met or exceeded most if not all metrics, and confirmed the need for improvement in the area of Mathematics. In addition, community meetings (SSC, ELAC, DELAC and DAC) provided valuable comments and feedback, especially in the areas of student academic growth, technology, teacher satisfaction, funding, and agreement with district goals.

Based on input gathered from the various community meetings, major themes emerged and included in the 2018-2019 LCAP: the need for more during-school interventions for at-risk students, the need to continue to focus on Mathematics, the need for social emotional support for students, the need for more instructional support for teachers, and more parent involvement opportunities which focus specifically on parenting skills. As a result of this input, the LCAP to include opportunities for focused extended year interventions, such as during school and summer school. Additional staff was included as a focus in the LCAP for social emotional support. Additional Academic Coaches were added in order to provide teachers with more support. Parenting skills classes were also added as part of the LCAP. The District will continue its efforts to focus on: the instruction of all content areas, with specific focus on Mathematics, early literacy and intervention, positive behavioral intervention and supports, instructional technology, and 21st century opportunities.

Stakeholder engagement opportunities such as the District-wide Community Meeting, DELAC meetings, SSC and ELAC meetings, Leadership meetings, and Board meetings, plus on-line surveys provided valuable comments and feedback/ Positive feedback from public comments and survey results were indicated throughout the development of the draft 2018-2019 LCAP. Actions and services were expanded and/or added to the needs of Students with Disabilities and English Learners.

Through whole group and small group discussions, stakeholders identified areas of progress and accomplishments for the 2017-18 school year. Input from stakeholders yielded several consistent acknowledgments of progress toward goals:

Goal 1: Increase Academic Achievement for All Students - Assessment results in the area of ELA for all students and subgroups demonstrated positive gains toward meeting state standards. Stakeholders provided positive feedback of new literacy focus for the elementary students and the inclusion of technology in the units of study. Stakeholders indicated a need provide more emphasis on mathematics as student achievement in the area of mathematics was not significant.

Goal 2: Increase Academic Achievement of English Learners - Services for English Learners, especially Long Term English Learners (LTELs), increased and reclassification rate has increased. DELAC parents highlighted improved growth in the areas of reading,

writing, and speaking for English Learners. Stakeholders indicated a need to include actions and services specifically for Long Term English Learners.

Goal 3: Increase 21st Century Learning - Stakeholders were overwhelmingly supportive of the efforts to provide students with opportunities in the areas of Science Technology Engineering and Mathematics (STEM), Career Technical Education (CTE), visual and performing arts, and technology based units of study.

Goal 4: Increase Parent Involvement - Academic/Educational Nights such as Math Night, Literacy Night, Computer Night, Financial Aid Night, among others had increased attendance during the 2017-2018 school year. Stakeholders indicated these "nights" provide parents with skills to help with children become better students. Stakeholders indicated a desire to add English as a Second Language for adults.

Goal 5: Provide a Positive School Environment - Positive feedback included Positive Behavior Intervention Support (PBIS), safe and clean schools, great teachers, student safety. 2017-2018 LCAP survey results were overwhelmingly positive in this area with all stakeholders.

Goal 6: Provide Strategic Professional Development Opportunities - Professional development in the areas of content, state standards, English Language Development (ELD), writing, technology, lesson design and unit development provided staff with skills necessary to continue to provide instruction to meet the needs of all students and subgroups. Stakeholders indicated a need to provide more professional learning opportunities in the areas of ELD, Writing and Mathematics.

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

Increase Academic Achievement of All Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on an analysis of current state and local assessment data, a continued focus on academic achievement is required in all content areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessments as measured by ELA CAASPP scores Distance from Level 3	18.8 Below Level 3	13.8 Below Level 3	9.6 Below Level 3	5 Below Level 3
State Standardized Assessments as measured by MATH	47.6 Below Level 3	37.6 Below Level 3	30.0 Below Level 3	25 Below Level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP scores Distance from Level 3				
A-G: % pupils with successful course completion	43.4%	45%	Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)	Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)
CTE Sequence of Study is % of students with two courses in the same pathway	28.76%	30%	32%	34%
AP: Pupils Scoring 3 or higher	3.68%	4.2%	Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)	Discontinued because original baseline was discovered to be incorrect, adjusted and moved to new line (see explanation in Analysis Section)
EAP: % pupils scoring "ready" or higher ELA	25.2%	27%	29%	30%
EAP: % pupils scoring "ready" or higher MATH	4.4%	5%	5.5%	6%
State Standards Implementation as measured by a rating of the State Reflection Tool	2.7	3.5	4.5	5
100% of students with sufficient core instructional materials as measured by annual board resolution of	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
'Sufficiency of Instructional Materials'				
Access to a broad course of study as measured percentage of teacher and/or master schedules	100%	100%	100%	100%
College and Career Indicator (CCI) as measured by % Prepared	48.6%	Not Implemented	51%	51.5%
AP: Pupils Scoring 3 or higher	38.4%	Not Implemented	42%	44%
A-G: % pupils with successful course completion	42.2%	Not Implemented	42.6	42.8

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Provide state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via Units of Study or content adoption programs.

2018-19 Actions/Services

Provide state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via adoption programs.

2019-20 Actions/Services

Provide state/locally approved CCSS curriculum for core content subjects to support the CCSS implementation via adoption programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,257	\$940,355	\$650,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff, and parents. The intervention and support staff will extend assistance in the areas of content areas, technology, behavior and social/emotional, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff, and parents. The intervention and support staff will extend assistance in the areas of content areas, technology, behavior and social/emotional, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/ hire intervention and support staff to provide intervention and support for students Preschool - 12, staff, and parents. The intervention and support staff will extend assistance in the areas of content areas, technology, behavior and social/emotional, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,680	\$60,436	\$61,281
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$647,857	\$650,224	\$669,197
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$119,257	\$122,302	\$131,637
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.

2018-19 Actions/Services

Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.

2019-20 Actions/Services

Retain/hire properly credentialed teachers for all core, special education and elective courses with no misassignments or vacancies to include clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,425,815	\$14,793,707	\$14,896,939
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,561,417	\$2,640,200	\$3,013,651
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including materials and supplies, as a result the unduplicated students will see academic gains on state and local assessments.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including materials and supplies, as a result the unduplicated students will see academic gains on state and local assessments.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including materials and supplies, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154,480	\$154,113	\$163,745
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,720	\$35,826	\$45,573
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase/contract with intervention programs; data analysis system and student assessment programs for progress monitoring and data collection, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$129,085	\$132,500	\$138,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will improve and increase library services for all grade levels, including purchasing books, expanding libraries and increasing computer/mobile devices, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

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

Amount	\$123,000	\$125,000	\$130,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$24,500	\$25,000	\$25,750
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$50,000	\$73,537	\$88,281
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

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

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase supplemental and intervention materials, including technology based instructional programs and related costs, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase supplemental and intervention materials, including technology based instructional programs and related costs, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will purchase supplemental and intervention materials, including technology based instructional programs and related costs, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$253,500	\$257,000	\$263,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners
 Foster Youth
 Low Income

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

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

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades K-12, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades K-12, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will retain/hire properly credentialed teachers for the purpose of reducing class sizes as needed for grades K-12, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,437,554	\$1,420,203	\$1,422,820
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$401,470	\$407,330	\$422,327
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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:

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, provide support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, provide support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, provide support and services to early education teachers to help students be better prepared to enter school successfully, including materials/supplies and professional development, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$251,747	\$253,339	\$259,547
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$146,903	\$143,593	\$151,453
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$46,350	\$49,068	\$53,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an After School Program, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an After School Program, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an After School Program, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$208,000	\$208,000	\$208,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$42,000	\$42,000	\$42,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$8,000	\$8,000	\$8,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide ELD and supplemental and intervention programs and materials to support the CCSS implementation via Units of Study or adoption programs, as a result the unduplicated students will see academic gains on state and local assessments.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide ELD and supplemental and intervention programs and materials to support the CCSS implementation via adoption programs, as a result the unduplicated students will see academic gains on state and local assessments.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide ELD and supplemental and intervention programs and materials to support the CCSS implementation via adoption programs, as a result the unduplicated students will see academic gains on state and local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,900	\$48,900	\$48,900
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$9,780	\$9,780	\$9,780
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our students are achieving at a significantly lower level, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including a health tech on site.

2018-19 Actions/Services

Our students are achieving at a significantly lower level, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, including a health tech on site.

2019-20 Actions/Services

Our students are achieving at a significantly lower level, therefore, the LEA will provide summer school intervention, enrichment, and original credit classes for grade TK-12 and related costs, a health tech on site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,380	\$8,100	\$8,775
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$820	\$900	\$975
Source	Base	Base	Base
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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The LEA will improve and increase library services for all grade levels, including

2018-19 Actions/Services

The LEA will improve and increase library services for all grade levels, including

2019-20 Actions/Services

The LEA will improve and increase library services for all grade levels, including

purchasing books, expanding libraries and increasing computer/mobile devices.

purchasing books, expanding libraries and increasing computer/mobile devices.

purchasing books, expanding libraries and increasing computer/mobile devices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,000	\$33,800	\$35,650
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,500	\$6,800	\$7,100
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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 2

Increase Academic Achievement for English Learners

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on current state and local monitoring, continued English Language Development instructional focus is required for all English Language Learners

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessment as measured by ELA CAASPP scores Distance from level 3 for ELs	30.6 Below Level 3	27.0 Below Level 3	25.0 Below Level 3	20.0 Below Level 3
State Standardized Assessment as	53.7 Below Level 3	50.0 Below Level 3	47.0 Below Level 3	45.0 Below Level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by MATH CAASPP scores Distance from level 3 for ELs				
EL Reclassification Rate	10% (16-17)	11% (17-18)	12%	13%
EL access State Standards & ELD Standards as measured with State Reflection Tool	100%	100%	100%	100%
EL annual growth percentage as measured by CELDT/ELPAC (one year's growth).	38.99% (N = 193)	39.5%	40%	40.5%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: FHS & Sutter Middle 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 Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).

2018-19 Actions/Services

Hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).

2019-20 Actions/Services

Hire Secondary ELD Intervention Specialist who will provide targeted English Language Learners (ELs), specifically Long Term English Learners (LTELs) and Newcommers with intervention and English Language Development (ELD).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$95,800	\$98,500	\$100,800
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$19,200	\$19,500	\$20,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.

2018-19 Actions/Services

Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.

2019-20 Actions/Services

Provide tool for tracking progress, specifically for creating Individual Learning Plans for English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.

2018-19 Actions/Services

Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.

2019-20 Actions/Services

Contract with EL curriculum and instruction experts to provide professional development for English Language Development (ELD) implementation; substitute teacher costs for release days.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs

2018-19 Actions/Services

English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs

2019-20 Actions/Services

English Language Development (ELD) intervention and supplemental materials and Reading/Literacy/Technology instructional programs to increase reading level so as to meet grade level proficiency requirements and related costs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$9,000	\$9,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an Academic Coach at each site to provide intervention services.

2018-19 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an Academic Coach at each site to provide intervention services.

2019-20 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide an Academic Coach at each site to provide intervention services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$62,000	\$64,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$12,000	\$12,400	\$12,800
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support staff at school sites.

2018-19 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support staff at school sites.

2019-20 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support staff at school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,080,000	\$1,095,000	\$1,110,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population in the area of Math, therefore, the LEA will provide intervention and support via a Math coach.

2018-19 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population in the area of Math, therefore, the LEA will provide intervention and support via Academic Coaches

2019-20 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population in the area of Math, therefore, the LEA will provide intervention and support via Academic Coaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,750	\$44,250	\$47,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$8,250	\$8,850	\$9,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: FHS

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our Long Term English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support at the 9-12 level.

2018-19 Actions/Services

Our Long Term English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support at the 9-12 level.

2019-20 Actions/Services

Our Long Term English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide intervention and support at the 9-12 level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,600	\$6,800
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$1,250	\$1,325	\$1,400
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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:

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide instructional aides to provide intervention and support.

2018-19 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide instructional aides to provide intervention and support.

2019-20 Actions/Services

Our English Learners are achieving at a significantly lower level than the overall population, therefore, the LEA will provide instructional aides to provide intervention and support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,250	\$26,750	\$27,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$5,250	\$5,750	\$6,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Increase 21st Century Learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

An established need to continue to provide and enhance opportunities for students to participate in academic, co-curricular and extra-curricular experiences.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Meet or exceed current district participation rate for visual and performing arts for grades 6 - 12.	71% (16-17) FHS 58% (16-17) Sutter	72% FHS 50% Sutter	73% FHS 51% Sutter	74% FHS 52% Sutter
Provide % of academic teachers with	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instructional technology and digital tools.				
Provide % of K - 12 grade students access to instructional technology and digital tools for instructional programs during the instructional day.	100%	100%	100%	100%
Provide % of 6 - 12 grade students access to instructional technology and digital tools for extended learning activities beyond the instructional day.	100%	100%	100%	100%
Meet or exceed current district participation rate for Career Technical Education/ ROP classes.	88%	89%	89.5%	90%
Meet or exceed current district participation rate for STEM Pathway courses.	37.8% FHS 10.5% Sutter	38% FHS 11% Sutter	38.5% FHS 11.5% Sutter	39% FHS 12% Sutter

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

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.

2018-19 Actions/Services

Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.

2019-20 Actions/Services

Purchase computer/mobile devices and improve technology infrastructure for CCSS technology implementation and related costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$250,000	\$250,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Retain/Hire personnel to maintain technology devices and infrastructure and related costs.

2018-19 Actions/Services

Retain/Hire personnel to maintain technology devices and infrastructure and related costs.

2019-20 Actions/Services

Retain/Hire personnel to maintain technology devices and infrastructure and related costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$250,000	\$250,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

- English Learners
- Foster Youth
- Low Income

Scope of Services:

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

- LEA-wide

Location(s):

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

- All Schools

Actions/Services

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

- Modified Action

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

- Unchanged Action

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

- Unchanged Action

2017-18 Actions/Services

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

2018-19 Actions/Services

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

2019-20 Actions/Services

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science, Technology Engineering and Mathematics (STEM) classes, and related costs, including materials and supplies. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$105,000	\$110,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$20,000	\$21,000	\$22,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

Our unduplicated students have some of the lowest participation rates in CTE/ROP courses. The LEA will retain/hire personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students. As a result the enrollment of unduplicated students in CTE/ROP courses will increase and have a positive impact on their academic achievement.

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Increase Parent Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

A continued focus on increasing parent engagement participation as measured by involvement in SSC, open houses, parenting classes, and school site parent meetings.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Engagement as measured by Fowler USD LCFF/LCAP survey participation rate.	80%	81%	82%	84%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide school/district communications and parent involvement opportunities Preschool - 12; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on CAASPP assessments and increases on parent engagement measures.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide school/district communications and parent involvement opportunities Preschool - 12; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on CAASPP assessments and increases on parent engagement measures.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide school/district communications and parent involvement opportunities Preschool - 12; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on CAASPP assessments and increases on parent engagement measures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$8,000	\$8,000	\$8,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on entry level early childhood assessments and increases on parent engagement measures.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on entry level early childhood assessments and increases on parent engagement measures.

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members; principally directed to the unduplicated student population. This action is effective in meeting the needs of our unduplicated students and we expect to have increased academic performance demonstrated on entry level early childhood assessments and increases on parent engagement measures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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 5

Provide a Positive School Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Analysis of data in student data system shows a need to maintain attendance and graduation rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	97.7% (15/16)	98%	98%	98.5%
Chronic Absenteeism as measured by % students with 10% or more absenteeism	6.7% (15/16)	6.5%	6.3%	6.2%
Middle School Dropout Rate	0% (15/16)	0%	0%	0%
High School Dropout Rate	0% (15/16)	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Graduation Rate	97.7% (15/16)	97.5%	97.5%	98%
Suspension Rate	3.58% (14/15)	3.5%	1.8%	1.7%
Expulsion Rate	.04% (14/15)	0.04%	.03%	.03%
School Climate Survey % responses high levels for school connectedness.	57% (14-15 CHS)	59%	60%	61%
School Climate Survey % responses feel very safe at school.	77% (14-15 CHS)	79%	81%	82%
Facilities Maintained at the rate of "good or better" on the FIT for all sites.	Met (16/17)	Meet	Meet	Meet

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Provide behavior support and at-risk intervention programs as well as training at all sites. Given that some of our unduplicated students have suspension rates higher than other subgroups, we will provide behavior support and at-risk intervention programs as well as training at all sites that is principally directed toward unduplicated students and effective in meeting the need to reduce suspensions. As a result of increased support and intervention programs, we expect to see overall decreases in suspension rates and particularly a closing of the gap that currently exists between subgroups of students.

2018-19 Actions/Services

Provide behavior support and at-risk intervention programs as well as training at all sites. Given that some of our unduplicated students have suspension rates higher than other subgroups, we will provide behavior support and at-risk intervention programs as well as training at all sites that is principally directed toward unduplicated students and effective in meeting the need to reduce suspensions. As a result of increased support and intervention programs, we expect to see overall decreases in suspension rates and particularly a closing of the gap that currently exists between subgroups of students.

2019-20 Actions/Services

Provide behavior support and at-risk intervention programs as well as training at all sites. Given that some of our unduplicated students have suspension rates higher than other subgroups, we will provide behavior support and at-risk intervention programs as well as training at all sites that is principally directed toward unduplicated students and effective in meeting the need to reduce suspensions. As a result of increased support and intervention programs, we expect to see overall decreases in suspension rates and particularly a closing of the gap that currently exists between subgroups of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,000	\$130,000	\$135,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$25,000	\$26,500	\$28,150
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.

2018-19 Actions/Services

District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.

2019-20 Actions/Services

District routine restricted maintenance contribution, upgrade facilities and school sites to enhance educational experience by facilitating greater access for unduplicated students in the library and learning commons; retain/hire maintenance personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100,000	\$1,100,000	\$1,100,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.

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

Unchanged Action

2018-19 Actions/Services

Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.

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

Unchanged Action

2019-20 Actions/Services

Provide student transportation to and from school during school year and summer school; provide security to improve campus safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$308,000	\$308,000	\$308,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$128,000	\$128,000	\$128,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$131,000	\$131,000	\$131,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$225,000	\$225,000	\$225,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Contract with outside agencies to provide health services for students. Unduplicated students, particularly Low-income students are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. In order to improve attendance outcomes and increase student achievement for our unduplicated students in these areas, we will contract with outside agencies to provide health services for students that are effective in addressing these needs. Given these increased services, we anticipate our unduplicated students' attendance, health, and academic assessments to increase.

2018-19 Actions/Services

Contract with outside agencies to provide health services for students. Unduplicated students, particularly Low-income students are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. In order to improve attendance outcomes and increase student achievement for our unduplicated students in these areas, we will contract with outside agencies to provide health services for students that are effective in addressing these needs. Given these increased services, we anticipate our unduplicated students' attendance, health, and academic assessments to increase.

2019-20 Actions/Services

Contract with outside agencies to provide health services for students. Unduplicated students, particularly Low-income students are four times more likely to be absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. In order to improve attendance outcomes and increase student achievement for our unduplicated students in these areas, we will contract with outside agencies to provide health services for students that are effective in addressing these needs. Given these increased services, we anticipate our unduplicated students' attendance, health, and academic assessments to increase.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$115,000	\$125,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population and significant performance gaps exist between subgroups. Many of the unduplicated

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population and significant performance gaps exist between subgroups. Many of the unduplicated

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population and significant performance gaps exist between subgroups. Many of the unduplicated

students do not have access to the latest technology or environments with technology equipment that will reinforce and extend their classroom learning. Additionally, our existing learning center/library furniture is not up to today's standards. The physical configuration is not as conducive to interactive student group learning activities as would be optimally beneficial. As we adjust to our student needs, some of our existing classrooms have not been updated with the 21st century furniture needed and an environment layout that is conducive to learning for our most at-risk students. These deficits have a negative impact on the classroom environment causing our unduplicated students to often be less comfortable when reading and unable to adequately participate in updated structured learning activities. All of these issues compound to create learning environments necessary to meet the changing and refining needs of our most at-risk students. Because of this need, we plan to rework the library layout to enhance the learning experience of students by upgrading furniture, technology and library equipment. We also know that our unduplicated students have the least access to VAPA. Research shows that students who participate in band, on average, have enhanced academic performance and improved neuroplasticity. Our facilities are not fully conducive to providing an optimal learning environment for music because of sound issues, furniture and lack of

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technology. To address these needs, Fowler Unified plans to improve music facilities by providing sound equipment, wall treatments, more conducive furniture and technology upgrades that are principally directed to the unduplicated population and their identified needs. With these improved services in place, we anticipate the classroom environment to be conducive to learning and provide every opportunity for our unduplicated pupils to be academically successful. We also expect to see a closing the achievement gap that exists and increased academic scores on the CAASPP Math and ELA assessments.

The CA Dashboard shows our English Language Arts and Math Indicators are currently Yellow (medium) and English Learner Indicator is Orange (low). Our unduplicated student population have some of the least access to technology which is an essential component of education and assessment in the 21st century. The unduplicated students benefit the most from a classroom environment that increases the capacity for best first instruction and the use of technology to enhance that instruction. Fowler Unified School District is committed to providing a quality education to its students. In order to address this need for our most at-risk students, we will upgrade electrical and technology infrastructure to specific classrooms to be able to support additional technology as well as add workstations within classrooms to accommodate students working on

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expanded projects and advanced technology.

It is our expectation that these improved services will result in greater student access to technology, increased student collaboration, and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. Up to date classrooms and technology will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students. It is our expectation that these improved services to the instructional environment will result in more up to date facilities and have a positive impact on the academic progress of the unduplicated students as reflected in increased CAASPP scores and a quicker English language acquisition rate for our English Learners.

Our CA Dashboard shows our Graduation rate Indicator is Blue (very high) for all students and all sub groups with an indicator status. Students in grade 11 CAASPP Math have a status of significantly below level 3 (Level 3 is Standard Met). The College Career Indicator is not yet “live” on the dashboard. Given input from our stakeholders and need to enhance the Career Technology Education related opportunities for our unduplicated students, enhanced opportunities for students through College and Career readiness in an appropriate environment needs to continue. In order to increase/improve student access to and engagement in College and Career

expanded projects and advanced technology.

It is our expectation that these improved services will result in greater student access to technology, increased student collaboration, and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. Up to date classrooms and technology will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students. It is our expectation that these improved services to the instructional environment will result in more up to date facilities and have a positive impact on the academic progress of the unduplicated students as reflected in increased CAASPP scores and a quicker English language acquisition rate for our English Learners.

The CA Dashboard shows the Graduation rate Indicator as Blue (very high) for All Students, including the subgroups Hispanic and Socioeconomically Disadvantaged, and Yellow for English Learners and Green for Homeless subgroups. Students in grade 11 CAASPP Math have a status of significantly below level 3 (Level 3 is Standard Met). The College Career Indicator is not yet “live” on the dashboard. Given input from our stakeholders and need to enhance the Career Technology Education related opportunities for our unduplicated students, enhanced opportunities for students through College and Career readiness in an appropriate

expanded projects and advanced technology.

It is our expectation that these improved services will result in greater student access to technology, increased student collaboration, and more efficient teacher presentation that will enhance the learning experience of the unduplicated student population. Up to date classrooms and technology will have a positive impact on student performance for English Learner and Socioeconomically Disadvantaged students. It is our expectation that these improved services to the instructional environment will result in more up to date facilities and have a positive impact on the academic progress of the unduplicated students as reflected in increased CAASPP scores and a quicker English language acquisition rate for our English Learners.

The CA Dashboard shows the Graduation rate Indicator as Blue (very high) for All Students, including the subgroups Hispanic and Socioeconomically Disadvantaged, and Yellow for English Learners and Green for Homeless subgroups. Students in grade 11 CAASPP Math have a status of significantly below level 3 (Level 3 is Standard Met). The College Career Indicator is not yet “live” on the dashboard. Given input from our stakeholders and need to enhance the Career Technology Education related opportunities for our unduplicated students, enhanced opportunities for students through College and Career readiness in an appropriate environment

exploration, Fowler Unified will provide upgrades to facilities to optimize the classroom experience based on the most recent list of classes provided to the students for VEA/ROP/AG. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP, increase participation in college/career related courses as well as maintain the high graduation rates for all student groups.

environment needs to continue. In order to increase/improve student access to and engagement in College and Career exploration, Fowler Unified will provide upgrades to facilities to optimize the classroom experience based on the most recent list of classes provided to the students for VEA/ROP/AG. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP, increase participation in college/career related courses as well as maintain the high graduation rates for all student groups.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 6

Provide Strategic Professional Development Opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

An established need for continuous professional development based on the Common Core Standards, adoption materials, and the technology requirements for the SBAC.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review - Priority 1	100%	100%	100%	100%
% of teachers receive CCSS related training in	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
their subject areas to implement new state standards.				
% of teachers will receive training in student engagement strategies, technology, lesson and unit design, and writing.	100%	100%	100%	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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs; principally directed to the unduplicated student population. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs; principally directed to the unduplicated student population. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides in the areas of CCSS, ELD, technology, student engagement, lesson/unit design and writing; substitute teacher costs for release days and related costs; principally directed to the unduplicated student population. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$175,000	\$175,000	\$175,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement; principally directed to unduplicated students. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

2018-19 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement; principally directed to unduplicated students. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

2019-20 Actions/Services

Our unduplicated students are achieving at a significantly lower level than the overall population, therefore, the LEA will provide newly hired teachers with district created training/ professional development designed to provide background knowledge, skills, and information in the areas of the California State Standards, technology, special education programs and student engagement; principally directed to unduplicated students. As a result of providing this professional development, we expect increased academic outcomes for unduplicated students, and all subgroups, as measured by CAASPP ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,000	\$88,000	\$93,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$5,449,076

Percentage to Increase or Improve Services

26.40%

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).

Using the calculation tool provided by the state, Fowler Unified has calculated that it will receive \$5,449,076 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include...

- Intervention & Support Staff (core content, technology & behavioral/social-emotional support)
- Summer School Intervention
- Intervention programs; data analysis systems & student assessment programs
- Library services & materials
- Supplemental and Intervention materials and associated technology
- Class size reduction K-12
- Early education supplementary materials, supplies and PD
- After School Program
- ELD and supplemental and intervention programs
- ELD Intervention Specialist
- EL Individual Learning Plans
- ELD PD and related costs
- ELD supplemental materials
- EL Academic Coaches
- EL Intervention & Support Staff
- LTEL Intervention & Support Grades 9-12
- Instructional Aides

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).

- Personnel, materials & Supplies for CTE/ROP; STEM, VAPA programs
- Personnel to maintain technology devices and infrastructure
- Parent communication and engagement opportunities P-12
- Expand & Promote Preschool, T-K and early learning opportunities for parents and community members
- Behavior support & At-risk Intervention programs
- Health Services for Students
- Maintain and Upgrade facilities
- Professional Development in core content, ELD, technology, student engagement, lesson design and related substitute teacher costs
- Specially designed PD for new teachers

These actions/services have been implemented to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Fowler Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Fowler Unified. Since our unduplicated student population percentage is 77.26%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase the efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 26.40%%. Fowler Unified has demonstrated that it has met the 26.4% % proportionality percentage by expending \$5,290,533 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$5,290,533

Percentage to Increase or Improve Services

27.75%

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

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

Using the calculation tool provided by the state, Fowler Unified has calculated that it will receive \$5,290,533 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include...

- Intervention & Support Staff (core content, technology & behavioral/social-emotional support)
- Summer School Intervention
- Intervention programs; data analysis systems & student assessment programs
- Library services & materials
- Supplemental and Intervention materials and associated technology
- Class size reduction K-12
- Early education supplementary materials, supplies and PD
- After School Program
- ELD and supplemental and intervention programs
- ELD Intervention Specialist
- EL Individual Learning Plans
- ELD PD and related costs
- ELD supplemental materials
- EL Academic Coach
- EL Intervention & Support Staff
- EL Math Coach
- LTEL Intervention & Support Grades 9-12

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).

- Instructional Aides
- Personnel, materials & Supplies for CTE/ROP; STEM, VAPA programs
- Personnel to maintain technology devices and infrastructure
- Parent communication and engagement opportunities P-12
- Expand & Promote Preschool, T-K and early learning opportunities for parents and community members
- Behavior support & At-risk Intervention programs
- Health Services for Students
- Maintain and Upgrade facilities
- Professional Development in core content, ELD, technology, student engagement, lesson design and related substitute teacher costs
- Specially designed PD for new teachers

These actions/services have been implemented to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Fowler Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Fowler Unified. Since our unduplicated student population percentage is 77.26%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase the efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 27.75%. Fowler Unified has demonstrated that it has met the 27.75 % proportionality percentage by expending \$5,290,533 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

- A. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	24,848,272.00	24,932,801.00	24,848,722.00	27,369,938.00	27,728,831.00	79,947,491.00
Base	19,558,189.00	19,558,189.00	19,558,189.00	21,920,862.00	22,125,090.00	63,604,141.00
Supplemental/Concentration	5,290,083.00	5,374,612.00	5,290,533.00	5,449,076.00	5,603,741.00	16,343,350.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	24,848,272.00	24,932,801.00	24,848,722.00	27,369,938.00	27,728,831.00	79,947,491.00
1000-1999: Certificated Personnel Salaries	17,370,559.00	17,057,155.00	17,370,559.00	18,752,090.00	18,927,154.00	55,049,803.00
2000-2999: Classified Personnel Salaries	1,216,377.00	959,735.00	1,216,377.00	1,222,989.00	1,237,072.00	3,676,438.00
3000-3999: Employee Benefits	3,437,814.00	3,339,398.00	3,438,264.00	3,564,031.00	3,982,043.00	10,984,338.00
4000-4999: Books And Supplies	1,002,522.00	1,427,414.00	1,002,522.00	1,932,828.00	1,669,562.00	4,604,912.00
5000-5999: Services And Other Operating Expenditures	1,821,000.00	2,149,099.00	1,821,000.00	1,898,000.00	1,913,000.00	5,632,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	24,848,272.00	24,932,801.00	24,848,722.00	27,369,938.00	27,728,831.00	79,947,491.00
1000-1999: Certificated Personnel Salaries	Base	14,505,815.00	14,334,121.00	14,505,815.00	15,888,707.00	16,006,939.00	46,401,461.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	2,864,744.00	2,723,034.00	2,864,744.00	2,863,383.00	2,920,215.00	8,648,342.00
2000-2999: Classified Personnel Salaries	Base	597,380.00	483,677.00	597,380.00	599,900.00	602,425.00	1,799,705.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	618,997.00	476,058.00	618,997.00	623,089.00	634,647.00	1,876,733.00
3000-3999: Employee Benefits	Base	2,696,737.00	2,694,355.00	2,696,737.00	2,775,900.00	3,149,726.00	8,622,363.00
3000-3999: Employee Benefits	Supplemental/Concentration	741,077.00	645,043.00	741,527.00	788,131.00	832,317.00	2,361,975.00
4000-4999: Books And Supplies	Base	433,257.00	576,266.00	433,257.00	1,331,355.00	1,041,000.00	2,805,612.00
4000-4999: Books And Supplies	Supplemental/Concentration	569,265.00	851,148.00	569,265.00	601,473.00	628,562.00	1,799,300.00
5000-5999: Services And Other Operating Expenditures	Base	1,325,000.00	1,469,770.00	1,325,000.00	1,325,000.00	1,325,000.00	3,975,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	496,000.00	679,329.00	496,000.00	573,000.00	588,000.00	1,657,000.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	20,262,522.00	19,608,176.00	20,262,972.00	22,670,013.00	22,975,881.00	65,908,866.00
Goal 2	1,396,250.00	1,645,185.00	1,396,250.00	1,420,925.00	1,446,300.00	4,263,475.00
Goal 3	640,000.00	557,533.00	640,000.00	646,000.00	652,000.00	1,938,000.00
Goal 4	56,500.00	31,016.00	56,500.00	56,500.00	56,500.00	169,500.00
Goal 5	2,297,000.00	2,908,391.00	2,297,000.00	2,313,500.00	2,330,150.00	6,940,650.00
Goal 6	196,000.00	182,500.00	196,000.00	263,000.00	268,000.00	727,000.00
Goal 7			0.00	0.00	0.00	0.00

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