



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
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2017-20 Plan Summary

The Story

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

Mendota California is a small rural community located on the western side of Fresno county with a population of approximately 12,000. California's recent drought situation has impacted the community. What once use to be a thriving farming community is now a resilient community that is less dependent on the farming industry; therefore, Mendota has become a part of the movement that includes technology and green energy. Years ago, people migrating to Mendota were primarily coming from Mexico. Trends now indicate that more families are migrating to Mendota from Central America. This has made the City of Mendota a culturally rich community.

The Mendota Unified School District serves more than 3,000 students. Ninety-seven percent of the the students are Hispanic and 99% of the students are socially-economically-disadvantaged. Fifty-six percent of the students are classified as English Learners. A total of 7 schools serve these students: Washington Elementary School (K-1), Mendota Elementary School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12). Student safety and

academic achievement along with providing many opportunities for continued growth and engagement for students and stakeholders are district priorities. Hiring practices for the district reflect the needs of the students. Providing highly qualified staff at all levels is at the core of the district's mission.

LCAP Highlights

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

Remaining as a district priority is "SAFETY". We believe that prior to educating a student, the student must feel safe and must be provided with a safe learning environment. So this year's plan will continue to outline improved services in the area of safety. Evidence of this can be found within goal #2 in action 6.

In recent years, the district has made major improvements in the area of technology - from having limited computer labs to now being a "one-to-one" school district. To maintain/sustain this effort the district will continue to invest in this area. This can be evidence by reviewing goal #2- action #1 and goal #1 action- #6.

Professional development will be another key focus area for the district. Ensuring that staff is adequately equipped and enabled to instruct our students is important. Therefore, providing ongoing professional development for all staff will remain a constant. Support of this can be found throughout the plan, but specifically in within goal #3 in action #5.

Emphasis will also be placed on Parent Engagement. The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to academic growth. Details of this initiative can be found within goal #2 in actions #4 and #7.

Lastly, response to Intervention (RTI) continues to play a key role in our students' academic improvements. The focus of RTI is literacy; the ultimate goal of the program is that all students read on grade level. Implementation of the program is made possible by the Guidance Instructional Specialist (GIS) at each school site who monitor student progress throughout the school year. The RTI program is embedded within the instructional day at all of our elementary schools. We believe that improvement in the area of reading will also result in overall improved academic achievement. The support staff for this district initiative and program details can be found within goal #1 in actions #5, #7, and #8.

Review of Performance

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

Greatest Progress

In a school district where over half of the student population is English Learner, the progress our schools' continue to make with this subgroup should be highlighted and celebrated. According to

the California School Dashboard, our district English Learner Progress has been reported as being level "Green". The English Learner Progress indicator has been steadily increasing for the past 3 years. The California School Dashboard also reports our graduation rate as a level "Green". In a school district where so many students are English Learners, a "Green" performance level in these areas speaks a lot about the growth and progress the district is making within this subgroup.

The district will continue to place a huge emphasis on the Response to Intervention (RTI) program. The focus of the RTI program is literacy. This strategic focus has resulted in our students making positive gains in comprehension which in turn has resulted in an increase in the number of students exiting the English Learner Program. The district will continue to support this initiative and continue to hold the school sites accountable for progress in reading levels by requesting in depth data analysis from each respective school site. Goal #1 of the 2017/18 LCAP detailed the RTI program and it can continue to be found under the same goal for the 2018/19 school year.

Implementation of the state standards and ensuring that all students have access to the standards is a priority that the district continues to meet. According to the state-provided "self-assessment" tool, our district continues to make progress in implementing the state standards and in the area of providing instructional support for staff for proper execution of this. Ensuring that teachers have access to resources, support, and professional development for proper and data-driven execution of instructional practices has been and will continue to be the focus for improvement in both English Language Arts and Mathematics. Setting up systems, practices, and protocols, for staff to follow and ensuring that this is being implemented effectively has been and will continue to be a priority for the district.

According to the dashboard data, the district made growth in the area of Language Arts. To maintain and build the district will continue to closely monitor student progress. In addition, teachers and staff will be afforded plenty of opportunities for professional development to address current and past needs. For the 2018/19 school year ensuring that all students have access to the standards can be found within goal #1 in action #1. Professional development is supported throughout the plan; however details of this support can be evidenced within goal #3 in action #5.

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 California School Dashboard indicates that Mendota Unified has two state performance indicators that are in the "Orange" performance category. The first one being the suspension rate indicator and the second one being the mathematics indicator. This data has been analyzed and shared with all stakeholders for the purpose of attaining input and suggestions for improvement and or growth.

According to the data, our suspension rate increased by 0.7% when compared to the previous year's data. In an effort to decrease this rate, the district will continue to provide the teaching staff with training in the areas of "classroom management" and provide programs such as PBIS, Time-to-Teach, and counseling/psychologist services (Goal #2 -action #5). In addition, the district will continue to host parent educational opportunities to gain the support needed to reinforce the policies

and practices of the district in the home. Lastly, the district will also continue its efforts to deter student misbehavior by investing in more surveillance (SRO and cameras); Goal #2 -action #6.

The district's other area of concern is Mathematics; grades 3 - 8. To improve in this area, all three elementary school sites along with our junior high school have had an increased focus in the development of lessons in this area. During weekly PLC meetings, benchmark data has been analyzed and remedial lessons have been created based on need. Site principals have been having "data-chats" with teachers that focus on mathematics and the the district has been holding the sites accountable for this by means of the District Circle of Inquiry meetings held quarterly. According to the most recent math benchmark data, all school sites are being forecasted to make an improvement in this area. For additional support with this initiative, sites have also developed and have been using a math-content specific walkthrough form for teacher feedback. Our secondary schools are also focusing a lot of attention to this area of concern. Mendota Junior High School has implemented a whole new program for students in need of intervention in the area of mathematics. The program name is Teach To One (TTO). Students participating in this program receive an additional period of math with a prescribed lesson based on student level and need. In addition to this, Mendota Junior High will also look to hire an addition Math Teacher for the 2018/19 school year; Goal #1 -action #10. At the high school, the Math Department has been implementing Explicit Direct Instruction (EDI) strategies in efforts to improve on state testing. Currently, local benchmark data indicates that both secondary school sites have made improvements when compared to last year's benchmark data.

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

According to the California School Dashboard, our English Language Arts performance indicator shows that our level of performance for all students in this area is Yellow. This same report indicates that the Students with Disabilities group is two performance levels below; Red. To address this gap, the district will start by seeking to hire qualified teachers for this department (Special Education). Then the district will provide the adequate and appropriate resources along with professional development for the staff. These steps, actions, and services are detailed within this plan and can be found under goal #1 -action #3 and goal #3 -actions #'s 2 & 5.

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

In this plan the district will continue to increase and improve services for our subgroups by providing every school site with an academic coach and a guidance instructional specialist (GIS); found within goal #1 of this plan. The academic coach will be able to provide "real-time" on-site coaching for staff in need of improvement as recommended by the respective site leadership. The GIS's will assist site leadership with monitoring of student progress, test-prep, intervention programs, and EL program oversight to ensure adequate progress of all subgroups. These two positions shall yield academic gains for all school sites and their respective subgroups.

Increased technology to better serve all students will also be a highlight of this plan; found within goal #1 and #2 of this plan. From only having a couple of computer labs a couple of years ago to

now having schools that are considered "one-to-one" is a significant improvement. Providing our students with the best technology allows us to provide them with an improved 21st century learning environment. For appropriate implementation of this initiative the district has to continue to make improvements on it's infrastructure and provided ongoing professional development for staff to remain up to date. This overall increased and improved service shall provide our students with the opportunity to make the needed academic improvements and gains.

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	\$45,306,782.14
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$37,866,931.00

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.

In addition to what is provided for the in the LCAP, the District provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance and activities.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$38,213,020

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 Student Achievement

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

Metric/Indicator

For all students and all subgroups -

Provide sufficient core materials as measured by annual board resolution of "sufficiency of instructional materials".

17-18

100% sufficient instructional materials

Baseline

2016/17 School Board adoption of "sufficiency of instructional materials" resolution.

Actual

100% sufficient instructional materials

Expected

Actual

Metric/Indicator

For all students and all subgroups -

State Standards implemented as measured by State Reflection Tool.

17-18

Average score of 3.4 or higher

Baseline

Average score of 3.3

Average score of 3.7

Metric/Indicator

For all students and all subgroups -

EL access to state standards & ELD standards as measured by State Reflection Tool.

17-18

Average score of 3.4 or higher

Baseline

Average score of 3.3

Average score of 3.7

Metric/Indicator

Statewide Assessments (ELA, Math, & Science) for all including all subgroups - 2% increase in progress towards meeting standards.

17-18

ELA = 36%

Math = 23%

Science = 28.5%

Baseline

ELA = 34%

Math = 21%

Science = 26.5%

ELA = 35.52%
 Math = 20.73%
 Science = No data available (assessment in transition)

Metric/Indicator

EL Progress as measured by the state indicator on the California School Dashboard - 5% increase

17-18

72.7%

73%

Expected

Actual

<p>Baseline 67.7%</p>	
<p>Metric/Indicator EL Reclassification - 2% increase</p> <p>17-18 7.1%</p> <p>Baseline 5.1%</p>	<p>6.0%</p>
<p>Metric/Indicator High School Graduation - 2% increase</p> <p>17-18 87%</p> <p>Baseline 85%</p>	<p>87.3%</p>
<p>Metric/Indicator EAP ready rates - 3% increase</p> <p>17-18 ELA = 12% Math = 6%</p> <p>Baseline ELA = 9% Math = 3%</p>	<p>ELA = 8% Math = 5%</p>
<p>Metric/Indicator A-G completion - 3% increase</p> <p>17-18 28%</p> <p>Baseline 25%</p>	<p>29.1%</p>
<p>Metric/Indicator AP passing & enrollment - 2% increase</p>	<p>Enrollment = 13% Passing = 37.97%</p>

Expected

17-18
 Enrollment = 11.6%
 Passing = 35%

Baseline
 Enrollment = 9.6%
 Passing = 33%

Metric/Indicator
 Other outcomes - Literacy Assessments 2% increase

17-18
 7th grade History = 51.95%
 7th grade Science = 66.62%
 8th grade History = 17.61%
 8th grade Science = 31.05%

Baseline
 7th grade History = 49.95%
 7th grade Science = 64.62%
 8th grade History = 15.61%
 8th grade Science = 29.05%

Metric/Indicator
 Other outcomes - PFT-Aerobic Capacity 1% decrease of the "Needs Improvement/Health Risk" category

17-18
 5th grade = 8.7%
 7th grade = 20.5%
 9th grade = 21.7%

Baseline
 5th grade = 9.7%
 7th grade = 21.5%
 9th grade = 22.7%

Actual

7th grade History = 61.73%
 7th grade Science = 66.79%
 8th grade History = 57.57%
 8th grade Science = 49.86%

5th grade = 15.8%
 7th grade = 17.8%
 9th grade = 0%

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 standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.	Provided standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; updated, replaced, or replenished curriculum, curriculum resources and other core related instructional materials.	Adopted curriculum 4000-4999: Books And Supplies LCFF \$840,000	Adopted curriculum 4000-4999: Books And Supplies LCFF \$840,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's).	Monitored progress of all students and subgroups via benchmarks and data disaggregation programs. Continued to improve on the technology infrastructure for the constantly updating and changing technology that provided the support for academic progress and on-going analysis of student performance data. Maintained an up to date student information system and up to date data (foundation for PLC's).	Student Information System 5000-5999: Services And Other Operating Expenditures LCFF \$31,500 Improvement/Development - Infrastructure 4000-4999: Books And Supplies LCFF \$10,500 Improvement/Development - Infrastructure 5000-5999: Services And Other Operating Expenditures LCFF \$221,914	Student Information System 5000-5999: Services And Other Operating Expenditures LCFF \$31,500 Improvement/Development - Infrastructure 4000-4999: Books And Supplies LCFF \$10,500 Improvement/Development - Infrastructure 5000-5999: Services And Other Operating Expenditures LCFF \$221,914

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional	Maintained IDEA compliance - Monitored and guided execution of a compliant Special Education program with social and emotional	Special Education Curriculum 4000-4999: Books And Supplies LCFF \$50,000	Special Education Curriculum 4000-4999: Books And Supplies LCFF \$50,000

support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provided curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

Special Education - Other operating expenses 5000-5999: Services And Other Operating Expenditures LCFF \$150,000

Special Education - Other operating expenses 5000-5999: Services And Other Operating Expenditures LCFF \$150,000

Special Education Staffing 1000-1999: Certificated Personnel Salaries LCFF \$1,050,000

Special Education Staffing 1000-1999: Certificated Personnel Salaries LCFF \$1,050,000

Special Education Staffing 2000-2999: Classified Personnel Salaries LCFF \$78,750

Special Education Staffing 2000-2999: Classified Personnel Salaries LCFF \$78,750

Staffing Benefits 3000-3999: Employee Benefits LCFF \$475,000

Staffing Benefits 3000-3999: Employee Benefits LCFF \$475,000

Action 4

Planned Actions/Services

Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.

Actual Actions/Services

Staff monitored all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.

Budgeted Expenditures

Academic Counselors 1000-1999: Certificated Personnel Salaries LCFF \$247,800

Estimated Actual Expenditures

Academic Counselors 1000-1999: Certificated Personnel Salaries LCFF \$247,800

Support Staff 2000-2999: Classified Personnel Salaries LCFF \$49,350

Support Staff 2000-2999: Classified Personnel Salaries LCFF \$49,350

Benefits for service staff 3000-3999: Employee Benefits LCFF \$105,000

Benefits for service staff 3000-3999: Employee Benefits LCFF \$105,000

Materials and supplies to support service 4000-4999: Books And Supplies LCFF \$10,500

Materials and supplies to support service 4000-4999: Books And Supplies LCFF \$10,500

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Since our unduplicated students are some of the lowest achieving students the LEA will provide a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retain the Academic Coaches. Support purchases of classroom supplies that will enhance the lesson delivery and lesson content. Providing these supports will result in increased achievement on state assessments for the unduplicated students.

The LEA provided a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retained the Academic Coaches. Supported purchases of classroom supplies that enhance the lesson delivery and lesson content.

Site Academic Coaches 1000-1999: Certificated Personnel Salaries LCFF \$367,500

Staffing Benefits - Academic Coaches 3000-3999: Employee Benefits LCFF \$126,000

Summer School Staff 1000-1999: Certificated Personnel Salaries LCFF \$105,000

Summer School Staff 2000-2999: Classified Personnel Salaries LCFF \$52,500

Summer School Staffing Benefits 3000-3999: Employee Benefits LCFF \$26,250

Summer School Materials 4000-4999: Books And Supplies LCFF \$31,500

Summer School - Other operating expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$26,250

District Initiative support 4000-4999: Books And Supplies LCFF \$499,226

District Initiative support 5000-5999: Services And Other Operating Expenditures LCFF \$66,000

Site Academic Coaches 1000-1999: Certificated Personnel Salaries LCFF \$367,500

Staffing Benefits - Academic Coaches 3000-3999: Employee Benefits LCFF \$126,000

Summer School Staff 1000-1999: Certificated Personnel Salaries LCFF \$105,000

Summer School Staff 2000-2999: Classified Personnel Salaries LCFF \$52,500

Summer School Staffing Benefits 3000-3999: Employee Benefits LCFF \$26,250

Summer School Materials 4000-4999: Books And Supplies LCFF \$31,500

Summer School - Other operating expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$26,250

District Initiative support 4000-4999: Books And Supplies LCFF \$499,226

District Initiative support 5000-5999: Services And Other Operating Expenditures LCFF \$66,000

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.

The district continued with the "Google Schools" & "One to One" initiative: Contracted with FCOE for additional learning supports for the unduplicated student population.

Technology 4000-4999: Books And Supplies LCFF \$525,000

Technology 4000-4999: Books And Supplies LCFF \$525,000

Technology - Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$105,000

Technology - Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$105,000

Action 7

Planned Actions/Services

The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.

Actual Actions/Services

The district provided Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retained the current staff, provided professional development as needed and hired additional aides based on supporting data and other supporting documentation.

Budgeted Expenditures

Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$500,000

Staffing Benefits 3000-3999: Employee Benefits LCFF \$115,000

Professional Development for Classified Personnel 5000-5999: Services And Other Operating Expenditures LCFF \$26,250

Estimated Actual Expenditures

Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$500,000

Staffing Benefits 3000-3999: Employee Benefits LCFF \$115,000

Professional Development for Classified Personnel 5000-5999: Services And Other Operating Expenditures LCFF \$26,250

Action 8

Planned Actions/Services

The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance

Actual Actions/Services

The district provided Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local

Budgeted Expenditures

Service Staff 1000-1999: Certificated Personnel Salaries LCFF \$431,000

Estimated Actual Expenditures

Service Staff 1000-1999: Certificated Personnel Salaries LCFF \$431,000

Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions)

New for this school year, due to increasing enrollment and staffing at the Mendota Junior High School, the district would like to convert the GIS position into a Vice Principal position. This individual will continue with the same roles and responsibilities of the GIS (as stated above) and in addition will be used to increase/improve on the structure of the learning environment and provide the much needed safety oversight for the site. As a result, the unduplicated student population at that school site will benefit academically.

assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. (Retained all current GIS positions)

Mendota Junior High School converted the GIS position into a Vice Principal position. This individual will continued with the same roles and responsibilities of the GIS (as stated above) and in addition was used to increase/improve on the structure of the learning environment and provided the much needed safety oversight for the site.

Staff Benefits 3000-3999:
Employee Benefits LCFF
\$131,250

Service Materials/Supplies 4000-4999: Books And Supplies LCFF
\$31,500

Staff Benefits 3000-3999:
Employee Benefits LCFF
\$131,250

Service Materials/Supplies 4000-4999: Books And Supplies LCFF
\$31,500

Action 9

Planned Actions/Services

Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English

Actual Actions/Services

Provided oversight of the English Learner Master Plan and English Learner programs and ensured use of current standards based

Budgeted Expenditures

Service Staff 1000-1999:
Certificated Personnel Salaries
LCFF \$12,600

Estimated Actual Expenditures

Service Staff 1000-1999:
Certificated Personnel Salaries
LCFF \$0

Language Development curriculum.

English Language Development curriculum.

A percentage of the directors salary was not paid out of LCFF funds as was planned; only support staff was funded out of LCFF.

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$3,150

Service Staff 2000-2999: Classified Personnel Salaries LCFF \$47,250

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$26,250

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$0

Service Staff 2000-2999: Classified Personnel Salaries LCFF \$47,250

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$26,250

Action 10

Planned Actions/Services

Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

New for this school year implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School. The district will look to hire an additional 5th grade teacher for MES, an additional math teacher for MJH, and an additional math teacher for MHS due to increasing enrollment

Actual Actions/Services

The district retained 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This continued to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this ensured increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

The district hired an additional 5th grade teacher for MES, an additional math teacher for MJH, and an additional math teacher for MHS due to increasing enrollment numbers and low test results for these schools-specifically in the area of mathematics.

Budgeted Expenditures

Service Staff 1000-1999: Certificated Personnel Salaries LCFF \$400,000

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$132,000

Estimated Actual Expenditures

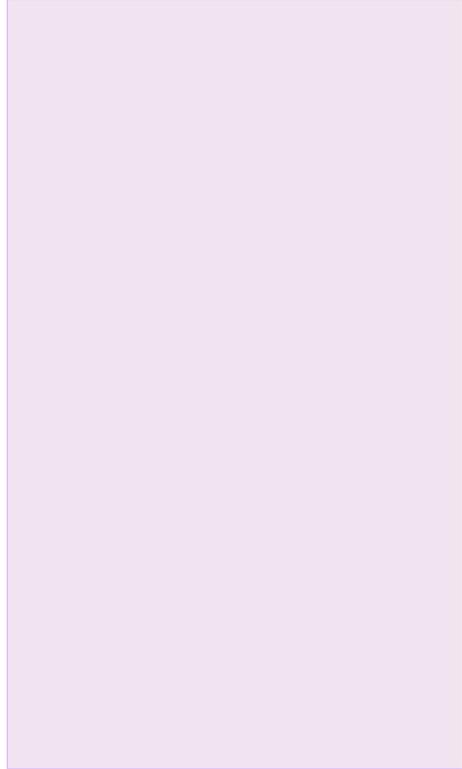
Service Staff 1000-1999: Certificated Personnel Salaries LCFF \$400,000

Service Staff Benefits 3000-3999: Employee Benefits LCFF \$132,000

numbers and low test results for these schools-specifically in the area of mathematics.

Current enrollment numbers at MES indicate that 5th grade is in need of an additional teacher to ensure that all 5th grade classrooms at that site maintain an average of less than 35 students per class.

Implementation of this action/service shall result in increased academic performance of our unduplicated student population in the area of mathematics for both the junior high school and senior high school. Current data indicates that both school sites are below level 3.



Action 11

Planned Actions/Services

Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.

Actual Actions/Services

The district provided oversight of all curricular areas and provided instructional support for the for the unduplicated student count. This curriculum and instructional support was principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.

Budgeted Expenditures

Service Staff 1000-1999:
Certificated Personnel Salaries
LCFF \$50,000

Service Staff Benefits 3000-3999:
Employee Benefits LCFF \$10,000

Estimated Actual Expenditures

Service Staff 1000-1999:
Certificated Personnel Salaries
LCFF \$50,000

Service Staff Benefits 3000-3999:
Employee Benefits LCFF \$10,000

Analysis

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

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

Progress towards attaining this goal is made in large part because of the service-staff hired to implement and carry out many of the services and actions for this goal. Ensuring that the service-staff is well trained and equipped to carry out their respective duty also contributes to the implementation of the actions and to the successses we have had. A challenge for the district with the execution of these services has been the service-staff "turn-over" rate and the fact that our three elementary schools have newer principals that are rapidly learning the district's initiatives and programs. Consequently, the duty of providing ongoing professional development has been an ongoing; fortunately, we have had the resources for the continued professional development and implementation of the services and actions outlined.

Accountability for service/action implementation and ensuring sufficient materials for proper execution initially was a challenge. Being that our goal has not changed and many of the services/actions remain the same, we have gotten better at monitoring the implementation and progress of each action/service. This is evident based on many of the results that have been reported.

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

Execution of the many of the actions outlined above resulted in support staff implementing increased supplemental services for the unduplicated pupil count. The support staff provided services such as Response to Intervention and detailed progress monitoring which were instrumental in the academic gains in the areas of literacy and English Learner reclassification. Currently over 50% of our elementary students are reading on grade level and over 200 students have been reclassified district-wide. Additionally, the actions/services outlined above provided all our students including the unduplicated student count with the necessary instructional materials for academic growth.

The California School Dashboard indicates that the district's English Learner Progress Indicator continues to increase. In addition, the district continues to make substantial growth in literacy as evidence by the data reported above on the middle school literacy scores in science and in history. Lastly, by providing opportunities and the resources needed, the district continues to make gains in the areas of A-G, AP enrollment, AP passing rate, and graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only difference to be noted in budgeted expenditures and actual expenditures, is in reference to service/action # 9. The district had planned to pay for 10% of the Director of State & Federal Programs' salary using LCFF funds. However, due to a compliance review (FPM), it was recommended that this position be entirely funded out of another funding source. Hence, not needing the 10% LCFF contribution.

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

The ninth action for this goal will no longer include the certificated salary; other funding sources (restricted monies) will be used for continued implementation and support of this action.

For the 2018/19 LCAP the following changes and or modifications will also be made under goal #1:

1. Action #10 - Modified to include 1 more class size reduction teacher for Mendota Junior High School in the area of mathematics
2. Action #11 - The certificated position funded under this action will no longer be split-funded. It will be completely funded using LCFF funds.

In addition to the above, actions #5 and #6 will have an increase in budgeted funds due to the fact that the district and stakeholders believe (based on data) that these actions are vital to the attainment of the goal and meeting all the metrics associated with the goal. For action #5, additional funds will be budgeted to increase and improve services under best practices and learning supports (as described within goal #1). For action #6, the increased monies will be used for support of the district's advances in the area of technology.

During the 2016/17 school year, action #2 was specifically for Washington Elementary and Mendota Elementary and grade span Pre-K. During the development of the 2017/18 plan this action was eliminated and the services for these schools and grade span was included under action #1 of this goal. Therefore, all actions under this goal got moved up 1 space. Unfortunately, the box indicating schools to be served and students to be served was not changed. This oversight has now been captured and the changes will be made indicating that the action will be for all schools and all students. In summary, action #2 has not been changed from last year to this year; only the oversight regarding the schools and grade level has been corrected.

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

Provide safe schools with many opportunities for involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator M.S. Dropout</p> <p>17-18 Maintain</p> <p>Baseline 0%</p>	0%
<p>Metric/Indicator H.S. Dropout - for all including all subgroups - 2% decrease</p> <p>17-18 9%</p> <p>Baseline 11%</p>	11.6%

Expected

Actual

<p>Metric/Indicator CTE completions of at least 1 pathway - for all including all subgroups - 3% increase</p> <p>17-18 21%</p> <p>Baseline 18%</p>	<p>7.9%</p>
<p>Metric/Indicator Attendance - 0.3% increase in ADA</p> <p>17-18 94.85%</p> <p>Baseline 94.55%</p>	<p>94.42%</p>
<p>Metric/Indicator Chronic Absenteeism rate - 0.3% decrease</p> <p>17-18 3.5%</p> <p>Baseline 3.8%</p>	<p>5.8% (CDE dataquest) - Inaccurate data due to program errors within the district's student information system</p>
<p>Metric/Indicator Suspension rate - 1% decrease</p> <p>17-18 6.4%</p> <p>Baseline 7.4%</p>	<p>5.1%</p>
<p>Metric/Indicator Expulsion rate - maintain</p> <p>17-18 0.2%</p> <p>Baseline 0.2%</p>	<p>0.11%</p>
<p>Metric/Indicator Parental Involvement - 5% increase as measured by sign-in sheets collected at site and district events.</p>	<p>16.1%</p>

Expected

17-18

17%

Baseline

12%

Metric/Indicator

Access to a broad course of study as measured by review of teacher and/or master schedules.

17-18

100% access to a broad course of study at all school sites

Baseline

2015-16 100% access to a broad course of study at all school sites

Actual

100% access to a broad course of study at all school sites

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>The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.</p> <p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan which shall</p>	<p>The district continued to progress in the area of technology.</p> <p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan was provided for increased services for the unduplicated student population.</p> <p>Retained current technology staffing and was funded out of supplemental/concentration monies.</p>	<p>Service Personnel 2000-2999: Classified Personnel Salaries LCFF \$57,750</p> <p>Service Personnel benefits 3000-3999: Employee Benefits LCFF \$27,300</p>	<p>Service Personnel 2000-2999: Classified Personnel Salaries LCFF \$57,750</p> <p>Service Personnel benefits 3000-3999: Employee Benefits LCFF \$27,300</p>

result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.

Retain current technology staffing that will now be funded out of supplemental/concentration monies.



Action 2

Planned Actions/Services

Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

Actual Actions/Services

Provided core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

Budgeted Expenditures

Materials and supplies for other core offerings 4000-4999: Books And Supplies LCFF \$210,000

Estimated Actual Expenditures

Materials and supplies for other core offerings 4000-4999: Books And Supplies LCFF \$210,000

Action 3

Planned Actions/Services

Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

Actual Actions/Services

Provided transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

Budgeted Expenditures

Transportation Expenses 5000-5999: Services And Other Operating Expenditures LCFF \$1,483,719

Estimated Actual Expenditures

Transportation Expenses 5000-5999: Services And Other Operating Expenditures LCFF \$1,483,719

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

School sites and district will communicate regularly via the website and phone outreach.

School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)

School sites and district communicated regularly via the website and phone outreach.

School sites and district ensured that all required parent notices and relevant school/district documents were translated. (TransAct & Document Tracking Services)

Communication Services 5000-5999: Services And Other Operating Expenditures LCFF \$31,500

Communication Services 5000-5999: Services And Other Operating Expenditures LCFF \$31,500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district will work with the district psychologist to address these student needs and facilitate learning. Implementation of this will result in increased student well-being and achievement.</p> <p>Retain the district's Registered Nurse that will now be funded out of supplemental/concentration monies.</p>	<p>Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district worked with the district psychologist to address these student needs and facilitate learning.</p> <p>Retained the district's Registered Nurse and funded the position out of supplemental/concentration monies.</p>	<p>Service staff (RN) 2000-2999: Classified Personnel Salaries LCFF \$81,900</p> <p>Service Staff Benefits 3000-3999: Employee Benefits LCFF \$26,250</p> <p>Materials and Supplies for service 4000-4999: Books And Supplies LCFF \$21,000</p>	<p>Service staff (RN) 2000-2999: Classified Personnel Salaries LCFF \$81,900</p> <p>Service Staff Benefits 3000-3999: Employee Benefits LCFF \$26,250</p> <p>Materials and Supplies for service 4000-4999: Books And Supplies LCFF \$21,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The unduplicated student population has some of the lowest achievement levels; therefore, the district will provide a safe, healthy, and stable environment for all</p>	<p>The district worked on providing a safe, healthy, and stable environment for all students especially those most in need (the</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$127,452</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$127,452</p>

students especially those most in need (the unduplicated student population) by:

Implementing effective behavioral programs.

Retaining all school nurses.

Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officer.

Continuing to conduct the California Healthy Kids Survey.

Continue to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.

Implementation of this actions will result in improved student well-being and increased student achievement.

unduplicated student population) by:

Implementing effective behavioral programs.

Retaining all school nurses.

Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officer.

Continuing to conduct the California Healthy Kids Survey.

Continued to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures were made.

Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$27,461

Service Budget 4000-4999: Books And Supplies LCFF \$52,500

Service Agreements (Behavioral programs, SRO, & Survey contract) 5000-5999: Services And Other Operating Expenditures LCFF \$157,500

Service Budget for Safety 4000-4999: Books And Supplies LCFF \$52,500

Other related safety expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$34,087

Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$27,461

Service Budget 4000-4999: Books And Supplies LCFF \$52,500

Service Agreements (Behavioral programs, SRO, & Survey contract) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$157,500

Service Budget for Safety 4000-4999: Books And Supplies LCFF \$52,500

Other related safety expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$34,087

Action 7

Planned Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will:

Actual Actions/Services

The district:

1) provided miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such

Budgeted Expenditures

Service Materials & Supplies 4000-4999: Books And Supplies LCFF \$26,250

Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$78,750

Estimated Actual Expenditures

Service Materials & Supplies 4000-4999: Books And Supplies LCFF \$26,250

Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$78,750

1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation.

2) and also support the purchase of electronic marquees for increased communication and awareness of school/district related functions/events and meetings.

Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.

related services that will increase participation.

2) and also supported the purchase of electronic marquees for increased communication and awareness of school/district related functions/events and meetings.

Action 8

Planned Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture

Actual Actions/Services

The district supported the creation of 21st century learning environments and provided access to 21st century resources for all including the unduplicated student population. This included updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

Budgeted Expenditures

Service Staff (Classified) 2000-2999: Classified Personnel Salaries LCFF \$105,000

Service Staff Benefits (Classified) 3000-3999: Employee Benefits LCFF \$26,250

Service materials and supplies 4000-4999: Books And Supplies LCFF \$525,000

Estimated Actual Expenditures

Service Staff (Classified) 2000-2999: Classified Personnel Salaries LCFF \$105,000

Service Staff Benefits (Classified) 3000-3999: Employee Benefits LCFF \$26,250

Service materials and supplies 4000-4999: Books And Supplies LCFF \$525,000

that facilitates the use of electronic devices and the interactive boards.

Continue to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)

Retain all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.

Hire a district technology coordinator to ensure the development of the 21st century learning environment and full implementation of the district technology plan. (For this year and moving forward, the district will not seek to hire a technology coordinator. After careful review, the district can continue to operate and fulfill this need by increasing services through FCOE.)

Increased FCOE IT services will be added for this year to assist with district technology needs and with the increasing requests for support of all supplemental technology programs including but limited to devices and software. In addition, more FCOE technology related professional development will be provided to assist with the implementation of technology into the instructional day for improved lesson delivery to benefit the unduplicated student population.

Continued to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)

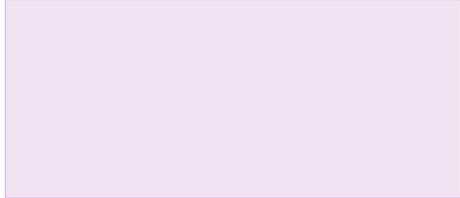
Retained all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.

Increased FCOE IT services was added for this year to assist with district technology needs and with the increasing requests for support of all supplemental technology programs including but limited to devices and software. In addition, more FCOE technology related professional development was provided to assist with the implementation of technology into the instructional day for improved lesson delivery to benefit the unduplicated student population.

Other service expenditures & FCOE IT MOU/Agreement 5000-5999: Services And Other Operating Expenditures LCFF \$115,500

Other service expenditures & FCOE IT MOU/Agreement 5000-5999: Services And Other Operating Expenditures LCFF \$115,500

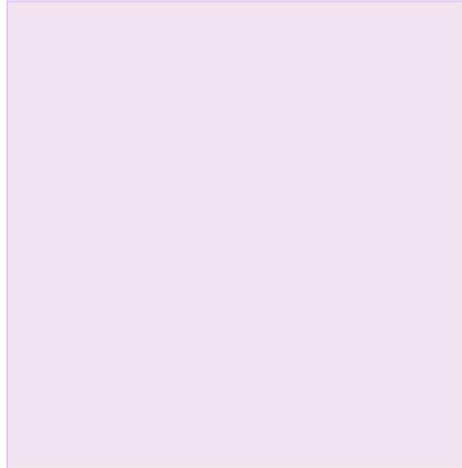
Implementation of this action will result in increased student achievement for the unduplicated student population.



Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district will:</p>	<p>The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district:</p>	<p>Service Staffing 1000-1999: Certificated Personnel Salaries LCFF \$577,500</p>	<p>Service Staffing 1000-1999: Certificated Personnel Salaries LCFF \$577,500</p>
<p>Retain the following hires from the previous school year: 1 Ag Teacher - MHS 1 Small Business Teacher - MHS 1 Spanish Teacher - MJH 1 Band Teacher - Elementary</p>	<p>Retained the following hires from the previous school year: 1 Ag Teacher - MHS 1 Small Business Teacher - MHS 1 Spanish Teacher - MJH 1 Band Teacher - Elementary</p>	<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$210,000</p>	<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$210,000</p>
		<p>Service materials and supplies 4000-4999: Books And Supplies LCFF \$912,799</p>	<p>Service materials and supplies 4000-4999: Books And Supplies LCFF \$912,799</p>
<p>Continue with the Future Farmers of America expansion project - Build a farm and other FFA related actions/services so that students may have all the opportunities offered by the program and allow them to be competitive.</p>	<p>Continued with the Future Farmers of America expansion project - added to the farm project and other FFA related actions/services.</p>	<p>Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$725,299</p>	<p>Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$725,299</p>
<p>Continue to provide band support in the form of equipment and other materials needed for performances and competitions.</p>	<p>Continued to provide band support in the form of equipment and other materials needed for performances and competitions.</p>		

Providing the above listed services will result in increased student participation in CTE pathways which shall lead to increased student completion of CTE pathways. In addition, student academic achievement and engagement (attendance) will improve. Lastly, these actions will increase the unduplicated students who are prepared for post-secondary education.



Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population.</p> <p>Retain all attendance clerks.</p>	<p>The district continued with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population.</p> <p>Retained all attendance clerks.</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$110,250</p> <p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$78,750</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$110,250</p> <p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$78,750</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to</p>	<p>The district used these funds to continue make improvements on facilities/classrooms that allowed all school sites to offer additional curricular and extra-curricular</p>	<p>Service Budget 5000-5999: Services And Other Operating Expenditures LCFF \$400,000</p>	<p>Service Budget 5000-5999: Services And Other Operating Expenditures LCFF \$400,000</p>

continue make improvements on facilities/classrooms that will allow all school sites to offer additional curricular and extra-curricular programs and improved support services. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs, before/after school programs, and CTE programs, Lastly, overall attendance shall increase.

programs and improved support services for the unduplicated student population.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school:</p>	<p>The district continue to increase the engagement opportunities for the unduplicated student population by providing the following programs after school:</p>	<p>Service Staffing 1000-1999: Certificated Personnel Salaries LCFF \$8,925</p>	<p>Service Staffing 1000-1999: Certificated Personnel Salaries LCFF \$8,925</p>
<p>Bi-literacy class Debate class Enrichment/Sports programs (elementary)</p>	<p>Bi-literacy class Debate class Enrichment/Sports programs (elementary)</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$2,625</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$2,625</p>
<p>This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.</p>		<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$2,100</p>	<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$2,100</p>
		<p>Service materials and supplies 4000-4999: Books And Supplies LCFF \$105,000</p>	<p>Service materials and supplies 4000-4999: Books And Supplies LCFF \$105,000</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.

Based on qualitative data the district is providing more opportunities for involvement of all stakeholders and based on surveys participants feel safe. However, the metrics listed above indicate that the district is not making the growth needed for accomplishment of the articulated goal. Many of the services/actions are the initial phases of implementation. It is has been communicated to stakeholders that with more years of implementation of the actions/services better results will be attained.

Through the implementation of this goal, the district has seen an increase in after school student participation. In addition, more parents are now participating in school events/meetings as indicated by the data listed above.

Due to the programs offered by this goal, the district now has people in place that will allow us to better monitor and encourage improved student participation during the regular school day. The challenge has been ensuring that these service people have systems and procedures in place to help us attained the stated and articulated goals. Once again, many of the services/actions listed are new; therefore, in time improvements on the metrics should be made.

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

The actions/services found within this goal did result in increased services for the unduplicated pupil count. These actions/services allowed the district to provide more and improved services such as more after school offerings to all the students of the district. The elements of this goal also allowed the district to improve on the services provided for the parents of the unduplicated student count; this is evidenced in the data listed above (overall increase of 4.1%). In addition, more services were provided in areas of social and emotional well-being. Lastly, safer and improved facilities continued to be provided.

Although some metrics were not attained, the district will continue to provide the above listed services with fidelity. To improve on the regular school day attendance the district will provide additional training to the attendance clerks and more oversight in this area. This in turn shall help improve on the truancy and chronic absenteeism rates. In addition, the district will also work closely with the high school staff to ensure proper recordkeeping and maintenance of CTE data as it pertains to pathway completers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences between budgeted expenditures and estimated actual expenditures to report.

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

No changes were made to this goal, expected outcomes, metrics, or actions and services during the 2017/18 school year.

For the 2018/19 school year the following additions will be made for the improved execution of this goal as requested by stakeholders and demonstrated by data analysis:

- 1) Increased mental health personnel - Action #5
- 2) Two additional SRO Officers - Action #6
- 3) One Library Media Specialist for Washington Elementary - Action #8
- 4) Two additional CTE Teachers for Mendota High School - Action #9

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

Develop and grow a professional learning culture

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

Metric/Indicator

- 1) Properly Credentialed Teachers - Attaining 100% - Increase by 5%
- 2) Teacher Vacancies - decrease by 1% as detailed by the SARC review
- 3) Teacher Misassignments - decreased by 1% as detailed by the SARC review

17-18

- 1) 89%
- 2) 0 vacant positions
- 3) 0 misassignments

Actual

- 1) 88.4%
- 2) 0 vacant positions
- 3) 0 misassignments

Expected

Actual

<p>Baseline 1) 84% 2) 2016/17 - 1 vacant position 3) 2016/17 - 0 misassignments</p>
<p>Metric/Indicator Facilities Maintained - Overall district rating</p>
<p>17-18 Maintain</p>
<p>Baseline Overall district rating of "Good"</p>

<p>Overall rating = "Good"</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>District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS.</p> <p>On-going professional development On-site collaboration and Real time instructional coaching</p>	<p>District and site administration facilitated the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS.</p> <p>On-going professional development On-site collaboration and Real time instructional coaching</p>	<p>Service Staffing (District and Site Leadership) 1000-1999: Certificated Personnel Salaries LCFF 1,496,250</p> <p>Service Staffing Benefits (District and Site Leadership) 3000-3999: Employee Benefits LCFF \$393,750</p>	<p>Service Staffing (District and Site Leadership) 1000-1999: Certificated Personnel Salaries LCFF 1,496,250</p> <p>Service Staffing Benefits (District and Site Leadership) 3000-3999: Employee Benefits LCFF \$393,750</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the district.

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

Human Resource Department reviewed all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard had intervention plan developed for them that was supported by the district.

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

Service Staffing (Certificated)
1000-1999: Certificated
Personnel Salaries LCFF
\$9,278,717

Service Staffing Benefits
(Certificated) 3000-3999:
Employee Benefits LCFF
\$3,375,803

Service Staffing (Classified)
2000-2999: Classified Personnel
Salaries LCFF \$45,150

Service Staffing Benefits
(Classified) 3000-3999: Employee
Benefits LCFF \$26,250

Service materials and supplies
4000-4999: Books And Supplies
LCFF \$5,250

Other service expenditures 5000-
5999: Services And Other
Operating Expenditures LCFF
\$10,500

Service Staffing (Certificated)
1000-1999: Certificated
Personnel Salaries LCFF
\$9,278,717

Service Staffing Benefits
(Certificated) 3000-3999:
Employee Benefits LCFF
\$3,375,803

Service Staffing (Classified)
2000-2999: Classified Personnel
Salaries LCFF \$45,150

Service Staffing Benefits
(Classified) 3000-3999:
Employee Benefits LCFF \$26,250

Service materials and supplies
4000-4999: Books And Supplies
LCFF \$5,250

Other service expenditures 5000-
5999: Services And Other
Operating Expenditures LCFF
\$10,500

Action 3

Planned
Actions/Services

Provide essential support staff
(district and site) and resources,
materials, and supplies for the
execution of day-to-day operations.

Actual
Actions/Services

Provided essential support staff
(district and site) and resources,
materials, and supplies for the
execution of day-to-day
operations.

Budgeted
Expenditures

Service Staffing 2000-2999:
Classified Personnel Salaries
LCFF \$472,500

Service Staffing Benefits 3000-
3999: Employee Benefits LCFF
\$262,500

Service expenditures 4000-4999:
Books And Supplies LCFF
\$15,750

Estimated Actual
Expenditures

Service Staffing 2000-2999:
Classified Personnel Salaries
LCFF \$472,500

Service Staffing Benefits 3000-
3999: Employee Benefits LCFF
\$262,500

Service expenditures 4000-4999:
Books And Supplies LCFF
\$15,750

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide clean and well-maintained up-to-date schools.</p> <p>MOT department Support for district modernization projects.</p>	<p>Worked towards providing clean and well-maintained up-to-date schools.</p> <p>MOT department Support for district modernization projects.</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$850,500</p>	<p>Service Staffing 2000-2999: Classified Personnel Salaries LCFF \$850,500</p>
		<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$315,000</p>	<p>Service Staffing Benefits 3000-3999: Employee Benefits LCFF \$315,000</p>
		<p>Service expenditures 4000-4999: Books And Supplies LCFF \$1,575,000</p>	<p>Service expenditures 4000-4999: Books And Supplies LCFF \$1,575,000</p>
		<p>Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$1,575,000</p>	<p>Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$1,575,000</p>
		<p>Modernization expenditures 4000-4999: Books And Supplies LCFF \$556,720</p>	<p>Modernization expenditures 4000-4999: Books And Supplies LCFF \$556,720</p>
		<p>Other modernization related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$556,720</p>	<p>Other modernization related expenditures 5000-5999: Services And Other Operating Expenditures LCFF \$556,720</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also, provide professional development</p>	<p>Supported of professional development in the absence of categorical funding that focused on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also, provided professional development</p>	<p>Supplement hours 1000-1999: Certificated Personnel Salaries LCFF \$10,500</p>	<p>Supplement hours 1000-1999: Certificated Personnel Salaries LCFF \$10,500</p>
		<p>Benefits for supplemental hours 3000-3999: Employee Benefits LCFF \$1,575</p>	<p>Benefits for supplemental hours 3000-3999: Employee Benefits LCFF \$1,575</p>

materials and resources not allowable through federal funds that will encourage the participation and engagement of the district staff that services the unduplicated student population.

Continue to pay for staff participation in district committees that encourage staff development and promote student growth and success.

Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population.

materials and resources not allowable through federal funds that encouraged the participation and engagement of the district staff that services the unduplicated student population.

Continued to pay for staff participation in district committees.

Service materials and supplies
4000-4999: Books And Supplies
LCFF \$5,250

Service materials and supplies
4000-4999: Books And Supplies
LCFF \$5,250

Professional Development 5000-5999: Services And Other
Operating Expenditures LCFF
\$173,250

Professional Development 5000-5999: Services And Other
Operating Expenditures LCFF
\$173,250

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.

Student achievement in the school district continues to positively progress due in large part to the staff. The majority of the services/actions listed under this goal can be considered "Basic" services. The district prides itself in ensuring that all students receive "first-best" instruction in facilities that are up-to-date and well maintained. Moving forward, the district will continue to improve on the implementation of the above listed services/actions.

A challenge the district faced in implementing this goal was that of hiring fully credentialed teachers. The teacher-shortage has impacted our district like many other districts. However, to minimize the educational effect of this the district provided much support and professional development for these teachers. It must also be stated that the district continues to grow in enrollment; therefore, the district has had to increase it's teacher hires annually for the past 2 to 3 years.

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

The actions/services performed under this goal were effective as can be noted by the academic gains made by the students as indicated in goal 1. In addition, students were able to attend well-maintained facilities as noted by the Williams Inspection report. Although not all teachers hired were fully credentialed, the district will continue to implement these actions/services for the coming years because attaining goal of 100% of the teachers being fully credential will remain.

Overall, implementation of the elements within this goal did result in improved services for the unduplicated pupil count indirectly. Indirectly because these services actions directly impacted the staff, which in turn affects the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between budgeted and actual expenditures for this goal.

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

No changes were made to this goal or the expected outcomes.

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?

The Director of State & Federal Programs collaborated with district officials to develop materials for presentations to stakeholders. The outcome of this collaboration was a presentation for stakeholders that contained the following information with the district's subgroups in mind: 56.83% English Learners, 5.6% Special Education, & 99.88% Socio-Economically Disadvantaged.

1. A clear description of what LCFF is and what the development of the LCAP would entail
2. Data related to the eight state priorities as a point of reference for all stakeholder groups
3. The district's current mission and vision
4. The district's current plan, current goals, and current obligations
5. "Pupils" - unduplicated pupil representation included; almost 100% of our students are included in the unduplicated count.

All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group.

Presentations and corresponding materials were presented to the following groups:

- District Advisory Council (DAC) - February 26, 2018
- Community Members (Parents) - February 27, 2018
- Administration - February 28, 2018
- Community Members (Parents) - March 1, 2018
- Secondary Students (MHS) - March 2, 2018
- Certificated (MTA) & Teachers - March 7, 2018
- Secondary Students (MJH) - March 9, 2018
- Classified (CSEA) & classified - March 13, 2018
- District English Learner Advisory Council (DELAC) - April 17, 2018

At each presentation, input was solicited and collected regarding current LCAP goals, services, and actions. Meetings were announced using flyers, the Tele-Parent automated phone calling system, and the district website. The meetings were held at varying times throughout the day and evening to provide opportunity for maximum participation. The final LCAP draft was created based on stakeholder feedback. The draft was presented and shared with the DELAC and DAC on May 8, 2018 for their respective review and comment. No comments were made by the DELAC or DAC. The draft was also posted on the district website for public comment

beginning on May 1, 2018. Lastly, the final LCAP draft will be presented at a board meeting for public hearing on June 13, 2018 and then adopted on June 27, 2018.

All stakeholder input was considered and the final draft was created and presented to the governing board.

At each of the above listed presentations the topics covered were:

1. District goals and initiatives
2. 8 state priorities
3. Review of current LCAP goals & key strategies to meet the goal
4. Review of data (including subgroup data)
5. LCAP engagement/input (a survey was presented, explained, and completed by all participants)

The data presented revolved around the indicated metrics listed in the 2015/16 Local Control Accountability Plan.

The following data was shared:

1. State assessment data (SBAC & CELDT)
2. English Learner data including reclassification data
3. Graduation rate
4. EAP passing rate
5. AP passing and enrollment rate
6. Dropout rate (middle & high school)
7. CTE enrollment and completion rate
8. Attendance rates (ADA, truancy, & chronic)
9. Suspension and expulsion rate
10. Parent participation rate
11. Highly Qualified Teacher rate
12. Facility maintenance

All meetings were conducted in both Spanish and English if necessary. In addition all participants were afforded the opportunity to provide feedback and input. During the stakeholder meetings no outside agencies/groups such as Social Services attended. Also, it must be noted that that the district intended to meet with teachers and classified employees separately from their respective bargaining units. However, after consultation with both groups, the president of each group indicated to the district that hosting one meeting for each would suffice. For this reason, the teacher meeting was held together with the MTA meeting and the classified meeting was held together with the CSEA meeting as noted above.

Impact on LCAP and Annual Update

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

Stakeholder feedback indicated continued support for early education (Pre-K) - goal #1-action #1, technology in the classrooms - goal #1-actions #2 & #6, additional reading and literacy support - goal #1-action #5, and increased support for parents to help their own students' with academic progress - goal #2-actions #4 & #7. In addition, stakeholders would like to see the district continue with the expansion of career pathways - goal #2-action #9.

In addition, feedback from staff indicated that more professional development for new teachers was needed in reference to understanding district policies, initiatives, and practices/procedures. Goal #1-action #5 addresses this request and for additional support goal #3 -action #5 also supports this matter.

Stakeholder feedback also demonstrated a concern with campus safety/security. Goal #2-action #6 details how the district will address this matter.

State assessment data indicates that as a school district, student proficiency levels' are low. Stakeholders (Parents) were made aware of this during the presentations and requested that the district elaborate on why students are not meeting standards. An explanation was provided along with steps that will be taken to address the concerns. These action steps can be found under goal # 1 in actions #1, #2, #4, #5, #7, #8, #9, & #11.

Overall, stakeholders demonstrated to be pleased with the district initiatives and current plan. In general the 2017/18 plan will not change much when compared to the 2016/17 plan. The district will continue to execute the plan accordingly and as current data becomes available communicate and adjust as necessary.

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 Student Achievement

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:

2015/16 Statewide assessments for ELA, Math, Science, and ELD indicate improved but low performance by all students and subgroups.

ELA: All = 34%, EL = 20%, SED = 33%, SWD = 12%, Hispanic = 33%, & White = 50%

Math: All = 21%, EL = 15%, SED = 21%, SWD = 5%, Hispanic = 20%, & White = 53%

Science: All = 26.5%, EL = 6.9%, SED = 26.5%, SWD = 12.5%, Hispanic 26.6% , & White = 33%

2015/16 CELDT: Less than 5 years = 30.7% & more than 5 years = N/A

English Learner Progress = 67.7% (dashboard data)

2015/16 reclassification rate = 5.1%

2014/15 graduation rate: All = 85%, EL = 84%, SED = 85%, SWD = 50%, Hispanic = 85%, White = 100%

2014/15 EAP ELA ready rates: All = 9%, EL = 8%, SED = 9%, SWD = 0%, Hispanic = 9%, White = 0%

2014/15 EAP Math ready rates: All = 3%, EL = 2%, SED = 3%, SWD = 0%, Hispanic = 3%, White = 0%

2014/15 A-G completion: All = 25%, EL = 28%, SED = 26%, SWD = 13%, Hispanic = 24%, White = 75%

2014/15 AP enrollment = 9.6%

2014/15 AP passing = 33%

Maintain classes at McCabe Elementary in grades 4-6 under 38 students per class to ensure effective and meaningful instruction.
(This action/service will be taken due to the absence of QEIA funding)

2016/17 3rd Quarter Literacy Scores (Baseline data): 7th grade History Mastered = 49.95% of students, 8th grade History Mastered = 15.61% of students. 7th grade Science Mastered = 64.62% of students, 8th grade Science Mastered = 29.05% of students.

2015/16 Physical Fitness Test: Aerobic Capacity - Students in the "Needs Improvement/Health Risk" area:

5th Grade - All = 9.7%, White - N/A, Hispanic = 9.5%, Economically Disadvantaged = 9.8%

7th Grade - All = 21.5%, White = N/A, Hispanic = 21.9%, Economically Disadvantaged = 21.6%

9th Grade - All = 22.7%, White - N/A, Hispanic = 22.9%, Economically Disadvantaged = 23.2%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
For all students and all subgroups - Provide sufficient core materials as measured by annual board resolution of "sufficiency of instructional materials".	2016/17 School Board adoption of "sufficiency of instructional materials" resolution.	100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials
For all students and all subgroups - State Standards implemented as	Average score of 3.3	Average score of 3.4 or higher	Average score of 3.5 or higher	Average score of 3.6 or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by State Reflection Tool.				
For all students and all subgroups - EL access to state standards & ELD standards as measured by State Reflection Tool.	Average score of 3.3	Average score of 3.4 or higher	Average score of 3.5 or higher	Average score of 3.6 or higher
Statewide Assessments (ELA, Math, & Science) for all including all subgroups - 2% increase in progress towards meeting standards.	ELA = 34% Math = 21% Science = 26.5%	ELA = 36% Math = 23% Science = 28.5%	ELA = 38% Math = 25% Science = 30.5%	ELA = 40% Math = 27% Science = 32.5%
EL Progress as measured by the state indicator on the California School Dashboard - 5% increase	67.7%	72.7%	77.7%	82.7%
EL Reclassification - 2% increase	5.1%	7.1%	9.1%	11.1%
High School Graduation - 2% increase	85%	87%	89%	91%
EAP ready rates - 3% increase	ELA = 9% Math = 3%	ELA = 12% Math = 6%	ELA = 15% Math = 9%	ELA = 18% Math = 12%
A-G completion - 3% increase	25%	28%	31%	34%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP passing & enrollment - 2% increase	Enrollment = 9.6% Passing = 33%	Enrollment = 11.6% Passing = 35%	Enrollment = 13.6% Passing = 37%	Enrollment = 15.6% Passing = 37%
Other outcomes - Literacy Assessments 2% increase	7th grade History = 49.95% 7th grade Science = 64.62% 8th grade History = 15.61% 7th grade Science = 29.05%	7th grade History = 51.95% 7th grade Science = 66.62% 8th grade History = 17.61% 7th grade Science = 31.05%	7th grade History = 53.95% 7th grade Science = 68.62% 8th grade History = 19.61% 7th grade Science = 33.05%	7th grade History = 55.95% 7th grade Science = 70.62% 8th grade History = 21.61% 7th grade Science = 35.05%
Other outcomes - PFT- Aerobic Capacity 1% decrease of the "Needs Improvement/Health Risk" category	5th grade = 9.7% 7th grade = 21.5% 9th grade = 22.7%	5th grade = 8.7% 7th grade = 20.5% 9th grade = 21.7%	5th grade = 7.7% 7th grade = 19.5% 9th grade = 20.7%	5th grade = 6.7% 7th grade = 18.5% 9th grade = 19.7%

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

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

Provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.

2018-19 Actions/Services

Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.

2019-20 Actions/Services

Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$840,000	\$882,000	\$926,100
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Adopted curriculum	4000-4999: Books And Supplies Adopted curriculum	4000-4999: Books And Supplies Adopted curriculum

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

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

Monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's).

2018-19 Actions/Services

Continue to monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's).

2019-20 Actions/Services

Continue to monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,500	\$33,075	\$34,729
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	5000-5999: Services And Other Operating Expenditures Student Information System	5000-5999: Services And Other Operating Expenditures Student Information System
Amount	\$10,500	\$11,025	\$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Improvement/Development - Infrastructure	4000-4999: Books And Supplies Improvement/Development - Infrastructure	4000-4999: Books And Supplies Improvement/Development - Infrastructure

Amount	\$221,914	\$233,010	\$244,661
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Improvement/Development - Infrastructure	5000-5999: Services And Other Operating Expenditures Improvement/Development - Infrastructure	5000-5999: Services And Other Operating Expenditures Improvement/Development - Infrastructure

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students with Disabilities Specific Student Groups: Special Ed.	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	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	2018-19 Actions/Services	2019-20 Actions/Services
Maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core	Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core	Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core

instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$52,500	\$55,125
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Special Education Curriculum	4000-4999: Books And Supplies Special Education Curriculum	4000-4999: Books And Supplies Special Education Curriculum
Amount	\$150,000	\$157,500	\$165,375
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Special Education - Other operating expenses	5000-5999: Services And Other Operating Expenditures Special Education - Other operating expenses	5000-5999: Services And Other Operating Expenditures Special Education - Other operating expenses
Amount	\$1,050,000	\$1,102,500	\$1,157,625
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Staffing	1000-1999: Certificated Personnel Salaries Special Education Staffing	1000-1999: Certificated Personnel Salaries Special Education Staffing
Amount	\$78,750	\$82,688	\$86,822
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Staffing	2000-2999: Classified Personnel Salaries Special Education Staffing	2000-2999: Classified Personnel Salaries Special Education Staffing

Amount	\$475,000	\$498,750	\$523,688
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits Staffing 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)

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.

2018-19 Actions/Services

Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.

2019-20 Actions/Services

Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$247,800	\$260,190	\$273,200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries Academic Counselors
Amount	\$49,350	\$51,818	\$54,409
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff
Amount	\$105,000	\$110,250	\$115,763
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Benefits for service staff	3000-3999: Employee Benefits Benefits for service staff	3000-3999: Employee Benefits Benefits for service staff
Amount	\$10,500	\$11,025	\$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and supplies to support service	4000-4999: Books And Supplies Materials and supplies to support service	4000-4999: Books And Supplies Materials and supplies to support service

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

Since our unduplicated students are some of the lowest achieving students the LEA will provide a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retain the Academic Coaches. Support purchases of classroom supplies that will enhance the lesson delivery and lesson content. Providing these supports will result in increased achievement on state assessments for the unduplicated students.

2018-19 Actions/Services

Since our unduplicated students are some of the lowest achieving students the LEA will provide a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retain the Academic Coaches. Support purchases of classroom supplies that will enhance the lesson delivery and lesson content. Providing these supports will result in increased achievement on state assessments for the unduplicated students.

2019-20 Actions/Services

Since our unduplicated students are some of the lowest achieving students the LEA will provide a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retain the Academic Coaches. Support purchases of classroom supplies that will enhance the lesson delivery and lesson content. Providing these supports will result in increased achievement on state assessments for the unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$367,500	\$385,875	\$405,169
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Site Academic Coaches	1000-1999: Certificated Personnel Salaries Site Academic Coaches	1000-1999: Certificated Personnel Salaries Site Academic Coaches
Amount	\$126,000	\$132,300	\$138,915
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Staffing Benefits - Academic Coaches	3000-3999: Employee Benefits Staffing Benefits - Academic Coaches	3000-3999: Employee Benefits Staffing Benefits - Academic Coaches
Amount	\$105,000	\$110,250	\$115,763
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School Staff	1000-1999: Certificated Personnel Salaries Summer School Staff	1000-1999: Certificated Personnel Salaries Summer School Staff
Amount	\$52,500	\$55,125	\$57,881
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Summer School Staff	2000-2999: Classified Personnel Salaries Summer School Staff	2000-2999: Classified Personnel Salaries Summer School Staff
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Summer School Staffing Benefits	3000-3999: Employee Benefits Summer School Staffing Benefits	3000-3999: Employee Benefits Summer School Staffing Benefits
Amount	\$31,500	\$33,075	\$34,729
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Summer School Materials	4000-4999: Books And Supplies Summer School Materials	4000-4999: Books And Supplies Summer School Materials

Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Summer School - Other operating expenditures	5000-5999: Services And Other Operating Expenditures Summer School - Other operating expenditures	5000-5999: Services And Other Operating Expenditures Summer School - Other operating expenditures
Amount	\$499,226	\$722,071	\$758,175
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies District Initiative support	4000-4999: Books And Supplies District Initiative support	4000-4999: Books And Supplies District Initiative support
Amount	\$66,000	\$569,300	\$597,765
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures District Initiative support	5000-5999: Services And Other Operating Expenditures District Initiative support	5000-5999: Services And Other Operating Expenditures District Initiative support

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

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

Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.

2018-19 Actions/Services

Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.

2019-20 Actions/Services

Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$525,000	\$551,250	\$578,813
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology
Amount	\$105,000	\$410,250	\$430,763
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology - Other service expenditures	5000-5999: Services And Other Operating Expenditures Technology - Other service expenditures	5000-5999: Services And Other Operating Expenditures Technology - Other service expenditures

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
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged 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 unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.

2018-19 Actions/Services

The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.

2019-20 Actions/Services

The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$525,000	\$551,250
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing
Amount	\$115,000	\$120,750	\$126,788
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits Staffing Benefits
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development for Classified Personnel	5000-5999: Services And Other Operating Expenditures Professional Development for Classified Personnel	5000-5999: Services And Other Operating Expenditures Professional Development for Classified Personnel

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

2017-18 Actions/Services

The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions)

New for this school year, due to increasing enrollment and staffing at the Mendota Junior High School, the district would like to convert the GIS position into a Vice Principal position. This individual will continue with the same roles and responsibilities of the GIS (as stated above) and in addition will be used to increase/improve on the structure of the learning environment and provide the much needed safety oversight for the site. As a result, the unduplicated student population at that school site will benefit academically.

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

Unchanged Action

2018-19 Actions/Services

The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions)

Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.

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

Unchanged Action

2019-20 Actions/Services

The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions)

Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$431,000	\$452,550	\$475,178
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff
Amount	\$131,250	\$137,813	\$144,704
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Staff Benefits	3000-3999: Employee Benefits Staff Benefits	3000-3999: Employee Benefits Staff Benefits
Amount	\$31,500	\$33,075	\$34,729
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Materials/Supplies	4000-4999: Books And Supplies Service Materials/Supplies	4000-4999: Books And Supplies Service Materials/Supplies

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum.

2018-19 Actions/Services

Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum.

Last year, the plan indicated that a percentage of the Director's position would be funded using LCFF funds. As a result of a review, it was recommended that the position be totally funded out of district categoricals. So for this year and beyond, other district funds will be used to pay all of the Director's position. Hence, no certificated dollar amount will be budgeted for this service moving forward.

2019-20 Actions/Services

Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,600	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff
Amount	\$3,150	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits

Amount	\$47,250	\$49,613	\$52,094
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staff	2000-2999: Classified Personnel Salaries Service Staff	2000-2999: Classified Personnel Salaries Service Staff
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits

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))

Schoolwide

Location(s):

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

Specific Schools: McCabe Elementary & Mendota Elementary
Specific Grade Spans: 4th, 5th, & 6th

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

New for this school year implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School. The district will look to hire an additional 5th grade teacher for MES, an additional math teacher for MJH, and an additional math teacher for MHS due to increasing enrollment numbers and low test results for these schools-specifically in the area of mathematics.

Current enrollment numbers at MES indicate that 5th grade is in need of an additional teacher to ensure that all 5th grade classrooms at that site maintain an average of less than 35 students per class.

Implementation of this action/service shall result in increased academic performance of our unduplicated student population in the area of mathematics for both the junior

Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

Continue to implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School and retain the three additional teachers.

It has been noted that an additional class size reduction teacher is needed at Mendota Junior High in the are of mathematics as enrollment continues to increase. So for this year, look to hire this additional teacher for improvements to the course offerings of the unduplicated students at Mendota Junior High.

Implementation of this action/service shall result in increased academic performance of our unduplicated student population in the area of mathematics for both the junior high school and senior high school. Current data indicates that both school sites are below level 3.

Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

Implementation of this action/service shall result in increased academic performance of our unduplicated student population in the area of mathematics for both the junior high school and senior high school. Current data indicates that both school sites are below level 3.

Continue to implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School and retain the four additional teachers.

high school and senior high school.
Current data indicates that both school sites are below level 3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,000	\$420,000	\$441,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff
Amount	\$132,000	\$138,600	\$145,530
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits

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

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

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

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.

2018-19 Actions/Services

Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.

The certificated position funded under this action/service was previously "split-funded". For this school year and moving forward, the position will now be completely funded using LCFF funds. Therefore, more monies will be added to this service.

2019-20 Actions/Services

Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$125,000	\$131,250
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff	1000-1999: Certificated Personnel Salaries Service Staff

Amount	\$10,000	\$26,000	\$27,300
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff 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

Provide safe schools with many opportunities for involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To maintain or improve on the following rates: middle school dropout, high school dropout, CTE completion, attendance, chronic absenteeism, suspension, and expulsion. In addition, increase stakeholder (parent) participation at all school sites.

2014/15 Middle School Dropout Rate = 0%

2014/15 High School Dropout Rates:

All = 11%, White - N/A, Hispanic = 11%, English Learners = 12%, Economically Disadvantage Students = 10%, & Student with Disabilities = 0%.

2014-15 Percent of 4-year cohort that completed at least 1 CTE pathway:

All = 18%, White - 25%, Hispanic = 18%, English Learners = 17%, Economically Disadvantage Students = 18%, & Student with Disabilities = 13%.

2014-15 Truancy Rate = 39.92%

2015-16 Chronic Absenteeism Rate = 3.8%

2015-16 Suspension rate was 7.4% and the expulsion rate for the same year was 0.2%
 2015-16 Stakeholder participation = 12%
 2015-16 District ADA = 94.55%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
M.S. Dropout	0%	Maintain	Maintain	Maintain
H.S. Dropout - for all including all subgroups - 2% decrease	11%	9%	7%	5%
CTE completions of at least 1 pathway - for all including all subgroups - 3% increase	18%	21%	24%	27%
Attendance - 0.3% increase in ADA	94.55%	94.85%	95.15%	95.45%
Chronic Absenteeism rate - 0.3% decrease	3.8%	3.5%	3.2%	2.9%
Suspension rate - 1% decrease	7.4%	6.4%	5.4%	4.4%
Expulsion rate - maintain	0.2%	0.2%	0.2%	0.2%
Parental Involvement - 5% increase as measured by sign-in sheets collected at site and district events.	12%	17%	22%	27%
Access to a broad course of study as measured by review of teacher and/or master schedules.	2015-16 100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites

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

The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

2018-19 Actions/Services

The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

2019-20 Actions/Services

The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

<p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.</p> <p>Retain current technology staffing that will now be funded out of supplemental/concentration monies.</p>	<p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.</p> <p>Retain current technology staffing and continue to fund out of the supplemental/concentration monies.</p>	<p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.</p> <p>Retain current technology staffing and continue to fund out of the supplemental/concentration monies.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,750	\$60,638	\$63,670
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Personnel	2000-2999: Classified Personnel Salaries Service Personnel	2000-2999: Classified Personnel Salaries Service Personnel
Amount	\$27,300	\$28,665	\$30,098
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Personnel benefits	3000-3999: Employee Benefits Service Personnel benefits	3000-3999: Employee Benefits Service Personnel benefits

Action 2

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

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

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

Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

2018-19 Actions/Services

Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

2019-20 Actions/Services

Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$210,000	\$220,500	\$231,525
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and supplies for other core offerings	4000-4999: Books And Supplies Materials and supplies for other core offerings	4000-4999: Books And Supplies Materials and supplies for other core offerings

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[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

Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

2018-19 Actions/Services

Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

2019-20 Actions/Services

Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,483,719	\$1,557,905	\$1,635,800
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation Expenses	5000-5999: Services And Other Operating Expenditures Transportation Expenses	5000-5999: Services And Other Operating Expenditures Transportation Expenses

Action 4

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

Students to be Served:

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

All

Location(s):

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

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

School sites and district will communicate regularly via the website and phone outreach.

School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)

2018-19 Actions/Services

School sites and district will communicate regularly via the website and phone outreach.

School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)

2019-20 Actions/Services

School sites and district will communicate regularly via the website and phone outreach.

School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,500	\$33,075	\$34,729
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Communication Services	5000-5999: Services And Other Operating Expenditures Communication Services	5000-5999: Services And Other Operating Expenditures Communication Services

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

Modified Action
Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district will work with the district psychologist to address these student needs and facilitate learning. Implementation of this will result in increased student well-being and achievement.

Retain the district's Registered Nurse that will now be funded out of supplemental/concentration monies.

2018-19 Actions/Services

Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district will work with the district psychologist to address these student needs and facilitate learning. Implementation of this will result in increased student well-being and achievement.

Retain the district's Registered Nurse that will now be funded out of supplemental/concentration monies.

Look to hire a part-time psychologist (0.5 FTE) and two psychologist interns for

2019-20 Actions/Services

Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district will work with the district psychologist to address these student needs and facilitate learning. Implementation of this will result in increased student well-being and achievement.

Retain the district's Registered Nurse that will now be funded out of supplemental/concentration monies.

additional support in properly executing this service for the unduplicated student population.

Retain the psychologist (0.5 FTE) and maintain the agreement with the two interns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,900	\$85,995	\$90,295
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service staff (RN)	2000-2999: Classified Personnel Salaries Service staff (RN)	2000-2999: Classified Personnel Salaries Service staff (RN)
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits
Amount	\$21,000	\$22,050	\$23,153
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and Supplies for service	4000-4999: Books And Supplies Materials and Supplies for service	4000-4999: Books And Supplies Materials and Supplies for service
Amount		\$60,000	\$63,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries 0.5 FTE Psychologist	1000-1999: Certificated Personnel Salaries 0.5 FTE Psychologist
Amount		\$13,000	\$13,650
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits 0.5 FTE Psychologist	3000-3999: Employee Benefits 0.5 FTE Psychologist

Amount		\$40,000	\$42,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Psychologist intern - contract	5800: Professional/Consulting Services And Operating Expenditures Psychologist intern - contract

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

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

The unduplicated student population has some of the lowest achievement levels; therefore, the district will provide a safe, healthy, and stable environment for all students especially those most in need (the unduplicated student population) by:

2018-19 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will provide a safe, healthy, and stable environment for all students especially those most in need (the unduplicated student population) by:

2019-20 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will provide a safe, healthy, and stable environment for all students especially those most in need (the unduplicated student population) by:

Implementing effective behavioral programs.

Retaining all school nurses.

Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officer.

Continuing to conduct the California Healthy Kids Survey.

Continue to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.

Implementation of this actions will result in improved student well-being and increased student achievement.

Implementing effective behavioral programs.

Retaining all school nurses.

Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officer.

Continuing to conduct the California Healthy Kids Survey.

Continue to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.

Implementation of this actions will result in improved student well-being and increased student achievement.

In an effort to increase supervision and school safety the district will look to expand on the agreement with Mendota PD and increase the number of SRO's from 1 to 3.

Implementing effective behavioral programs.

Retaining all school nurses.

Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officers (3).

Continuing to conduct the California Healthy Kids Survey.

Continue to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.

Implementation of this actions will result in improved student well-being and increased student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$127,452	\$133,825	\$140,516
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing

Amount	\$27,461	\$28,834	\$30,276
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits
Amount	\$52,500	\$55,125	\$57,881
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Budget	4000-4999: Books And Supplies Service Budget	4000-4999: Books And Supplies Service Budget
Amount	\$157,500	\$335,375	\$352,144
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Service Agreements (Behavioral programs, SRO, & Survey contract)	5000-5999: Services And Other Operating Expenditures Service Agreements (Behavioral programs, SRO, & Survey contract)	5000-5999: Services And Other Operating Expenditures Service Agreements (Behavioral programs, SRO, & Survey contract)
Amount	\$52,500	\$205,125	\$215,381
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Budget for Safety	4000-4999: Books And Supplies Service Budget for Safety	4000-4999: Books And Supplies Service Budget for Safety
Amount	\$34,087	\$185,791	\$195,081
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other related safety expenditures	5000-5999: Services And Other Operating Expenditures Other related safety expenditures	5000-5999: Services And Other Operating Expenditures Other related safety expenditures

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

- 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

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will:

1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation.

2) and also support the purchase of electronic marquees for increased communication and awareness of

2018-19 Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will:

1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation.

2) and also support the purchase of electronic marquees for increased communication and awareness of

2019-20 Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will:

1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation.

2) and also support the purchase of electronic marquees for increased communication and awareness of

<p>school/district related functions/events and meetings.</p> <p>Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.</p>	<p>school/district related functions/events and meetings.</p> <p>Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.</p>	<p>school/district related functions/events and meetings.</p> <p>Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Materials & Supplies	4000-4999: Books And Supplies Service Materials & Supplies	4000-4999: Books And Supplies Service Materials & Supplies
Amount	\$78,750	\$82,688	86,822
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service related expenditures	5000-5999: Services And Other Operating Expenditures Other service related expenditures	5000-5999: Services And Other Operating Expenditures Other service related expenditures

Action 8

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

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

Modified Action

Unchanged Action

2017-18 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

Continue to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)

Retain all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.

Hire a district technology coordinator to ensure the development of the 21st

2018-19 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

Continue to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)

Retain all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.

FCOE IT and staff professional development services to assist with district

2019-20 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

Continue to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)

Retain all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.

FCOE IT and staff professional development services to assist with district

century learning environment and full implementation of the district technology plan. (For this year and moving forward, the district will not seek to hire a technology coordinator. After careful review, the district can continue to operate and fulfill this need by increasing services through FCOE.)

Increased FCOE IT services will be added for this year to assist with district technology needs and with the increasing requests for support of all supplemental technology programs including but limited to devices and software. In addition, more FCOE technology related professional development will be provided to assist with the implementation of technology into the instructional day for improved lesson delivery to benefit the unduplicated student population.

Implementation of this action will result in increased student achievement for the unduplicated student population.

technology needs and request to support all supplemental technology programs including but limited to devices and software.

Implementation of this action will result in increased student achievement for the unduplicated student population.

Last school year, Washington Elementary opened a new Library for the benefit of the unduplicated student population; however, this was done with no library media specialist to oversee and work the library. So for this school year, the district will look to hire a library media specialist for this school site.

technology needs and request to support all supplemental technology programs including but limited to devices and software.

Implementation of this action will result in increased student achievement for the unduplicated student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$130,250	\$136,763
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staff (Classified)	2000-2999: Classified Personnel Salaries Service Staff (Classified)	2000-2999: Classified Personnel Salaries Service Staff (Classified)

Amount	\$26,250	\$37,563	\$39,441
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits (Classified)	3000-3999: Employee Benefits Service Staff Benefits (Classified)	3000-3999: Employee Benefits Service Staff Benefits (Classified)
Amount	\$525,000	\$664,792	\$698,032
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies
Amount	\$115,500	\$121,275	\$127,339
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures & FCOE IT MOU/Agreement	5000-5999: Services And Other Operating Expenditures Other service expenditures & FCOE IT MOU/Agreement	5000-5999: Services And Other Operating Expenditures Other service expenditures & FCOE IT MOU/Agreement

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district will:

Retain the following hires from the previous school year:

- 1 Ag Teacher - MHS
- 1 Small Business Teacher - MHS
- 1 Spanish Teacher - MJH
- 1 Band Teacher - Elementary

Continue with the Future Farmers of America expansion project - Build a farm and other FFA related actions/services so that students may have all the opportunities offered by the program and allow them to be competitive.

Continue to provide band support in the form of equipment and other materials needed for performances and competitions.

Providing the above listed services will result in increased student participation in CTE pathways which shall lead to increased student completion of CTE

2018-19 Actions/Services

The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district will:

Retain the following hires from the previous school year:

- 1 Ag Teacher - MHS
- 1 Small Business Teacher - MHS
- 1 Spanish Teacher - MJH
- 1 Band Teacher - Elementary

Finalize the Future Farmers of America expansion project - Build on what was started so that students can continue to have all the opportunities offered by the program and allow them to be competitive.

Continue to provide band support in the form of equipment and other materials needed for performances and competitions.

New for this school year, the district will look to hire two more CTE teachers for Mendota High School. This is done in an effort to increase the CTE participation and increase the number of CTE completers.

2019-20 Actions/Services

The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district will:

Retain all of the hires from the previous school year(s).

Finalize the Future Farmers of America expansion project - Build on what was started so that students can continue to have all the opportunities offered by the program and allow them to be competitive.

Continue to provide band support in the form of equipment and other materials needed for performances and competitions.

Providing the above listed services will result in increased student participation in CTE pathways which shall lead to increased student completion of CTE pathways. In addition, student academic achievement and engagement (attendance) will improve. Lastly, these actions will increase the unduplicated students who are prepared for post-secondary education.

pathways. In addition, student academic achievement and engagement (attendance) will improve. Lastly, these actions will increase the unduplicated students who are prepared for post-secondary education.

Providing the above listed services will result in increased student participation in CTE pathways which shall lead to increased student completion of CTE pathways. In addition, student academic achievement and engagement (attendance) will improve. Lastly, these actions will increase the unduplicated students who are prepared for post-secondary education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$577,500	\$736,375	\$773,194
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing
Amount	\$210,000	\$270,500	\$284,025
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits
Amount	\$912,799	\$958,439	\$1,006,361
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies
Amount	\$725,299	\$761,564	\$799,642
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service expenditures

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

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

Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population.

Retain all attendance clerks.

2018-19 Actions/Services

Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population.

Retain all attendance clerks.

2019-20 Actions/Services

Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population.

Retain all attendance clerks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,250	\$115,763	\$121,551
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing
Amount	\$78,750	\$82,688	\$86,822
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits

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

Unchanged 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

2019-20 Actions/Services

Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer additional curricular and extra-curricular programs and improved support services. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs,before/after school programs, and CTE programs, Lastly, overall attendance shall increase.

Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer additional curricular and extra-curricular programs and improved support services. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs,before/after school programs, and CTE programs, Lastly, overall attendance shall increase.

Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer additional curricular and extra-curricular programs and improved support services. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs,before/after school programs, and CTE programs, Lastly, overall attendance shall increase.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400,000	\$420,000	\$441,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Service Budget	5000-5999: Services And Other Operating Expenditures Service Budget	5000-5999: Services And Other Operating Expenditures Service Budget

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)

[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

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

The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school:

Bi-literacy class
Debate class
Enrichment/Sports programs (elementary)

This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.

2018-19 Actions/Services

The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school:

Bi-literacy class
Debate class
Enrichment/Sports programs (elementary)

This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.

2019-20 Actions/Services

The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school:

Bi-literacy class
Debate class
Enrichment/Sports programs (elementary)

This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,925	\$9,371	\$9,840
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing
Amount	\$2,625	\$2,756	\$2,894
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing
Amount	\$2,100	\$2,205	\$2,315
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Benefits	3000-3999: Employee Benefits Service Benefits
Amount	\$105,000	\$110,250	\$115,763
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Develop and grow a professional learning culture

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:

Achieving academic proficiency for all students begins with providing sufficient materials and good first instruction. Good first instruction requires a properly certificated teaching workforce. Statewide assessments for ELA and Math and ELD indicate low performance by all students and subgroups. Therefore retaining and developing a professional learning culture is essential to the success of the district.

Using the Williams Facility Inspection Report, continue to maintain an overall rating of "good" for all school sites.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Properly Credentialed Teachers - Attaining 100% - Increase by 5%	1) 84% 2) 2016/17 - 1 vacant position	1) 89% 2) 0 vacant positions 3) 0 misassignments	1) 94% 2) 0 vacant postions 3) 0 misassignments	1) 99% 2) 0 vacant postions 3) 0 misassignments

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2) Teacher Vacancies - decrease by 1% as detailed by the SARC review	3) 2016/17 - 0 misassignments			
3) Teacher Misassignments - decreased by 1% as detailed by the SARC review				
Facilities Maintained - Overall district rating	Overall district rating of "Good"	Maintain	Maintain	Maintain

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

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

District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS.

On-going professional development
On-site collaboration and
Real time instructional coaching

2018-19 Actions/Services

District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS.

On-going professional development
On-site collaboration and
Real time instructional coaching

2019-20 Actions/Services

District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS.

On-going professional development
On-site collaboration and
Real time instructional coaching

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,496,250	1,571,063	\$1,649,616
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing (District and Site Leadership)	1000-1999: Certificated Personnel Salaries Service Staffing (District and Site Leadership)	1000-1999: Certificated Personnel Salaries Service Staffing (District and Site Leadership)
Amount	\$393,750	\$413,438	\$434,110
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits (District and Site Leadership)	3000-3999: Employee Benefits Service Staffing Benefits (District and Site Leadership)	3000-3999: Employee Benefits Service Staffing Benefits (District and Site Leadership)

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[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

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

Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the district.

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

2018-19 Actions/Services

Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the district.

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

2019-20 Actions/Services

Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the district.

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,278,717	\$9,742,653	\$10,229,786
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing (Certificated)	1000-1999: Certificated Personnel Salaries Service Staffing (Certificated)	1000-1999: Certificated Personnel Salaries Service Staffing (Certificated)
Amount	\$3,375,803	\$3,544,593	\$3,721,823
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits (Certificated)	3000-3999: Employee Benefits Service Staffing Benefits (Certificated)	3000-3999: Employee Benefits Service Staffing Benefits (Certificated)
Amount	\$45,150	\$47,408	\$49,778
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing (Classified)	2000-2999: Classified Personnel Salaries Service Staffing (Classified)	2000-2999: Classified Personnel Salaries Service Staffing (Classified)
Amount	\$26,250	\$27,563	\$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits (Classified)	3000-3999: Employee Benefits Service Staffing Benefits (Classified)	3000-3999: Employee Benefits Service Staffing Benefits (Classified)
Amount	\$5,250	\$5,513	\$5,789
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies
Amount	\$10,500	\$11,025	\$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service 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

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 essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.

2018-19 Actions/Services

Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.

2019-20 Actions/Services

Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$472,500	\$496,125	\$520,931
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing

Amount	\$262,500	\$275,625	\$289,406
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits
Amount	\$15,750	\$16,538	\$17,365
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service expenditures	4000-4999: Books And Supplies Service expenditures	4000-4999: Books And Supplies Service 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)

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide clean and well-maintained up-to-date schools.

MOT department Support for district modernization projects.

2018-19 Actions/Services

Provide clean and well-maintained up-to-date schools.

MOT department Support for district modernization projects.

2019-20 Actions/Services

Provide clean and well-maintained up-to-date schools.

MOT department Support for district modernization projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$850,500	\$893,025	\$937,676
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing
Amount	\$315,000	\$330,750	\$347,288
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits
Amount	\$1,575,000	\$1,653,750	\$1,736,438
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service expenditures	4000-4999: Books And Supplies Service expenditures	4000-4999: Books And Supplies Service expenditures
Amount	\$1,575,000	\$1,500,932	\$1,575,979
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service related expenditures	5000-5999: Services And Other Operating Expenditures Other service related expenditures	5000-5999: Services And Other Operating Expenditures Other service related expenditures
Amount	\$556,720	\$407,419	\$427,790
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Modernization expenditures	4000-4999: Books And Supplies Modernization expenditures	4000-4999: Books And Supplies Modernization expenditures

Amount	\$556,720	\$407,418	\$427,789
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other modernization related expenditures	5000-5999: Services And Other Operating Expenditures Other modernization related expenditures	5000-5999: Services And Other Operating Expenditures Other modernization related 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

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

Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,

2018-19 Actions/Services

Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,

2019-20 Actions/Services

Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,

provide professional development materials and resources not allowable through federal funds that will encourage the participation and engagement of the district staff that services the unduplicated student population.

Continue to pay for staff participation in district committees that encourage staff development and promote student growth and success.

Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population.

provide professional development materials and resources not allowable through federal funds that will encourage the participation and engagement of the district staff that services the unduplicated student population.

Continue to pay for staff participation in district committees that encourage staff development and promote student growth and success.

Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population.

provide professional development materials and resources not allowable through federal funds that will encourage the participation and engagement of the district staff that services the unduplicated student population.

Continue to pay for staff participation in district committees that encourage staff development and promote student growth and success.

Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,500	\$11,025	\$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Supplement hours	1000-1999: Certificated Personnel Salaries Supplement hours	1000-1999: Certificated Personnel Salaries Supplement hours
Amount	\$1,575	\$1,654	\$1,737
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Benefits for supplemental hours	3000-3999: Employee Benefits Benefits for supplemental hours	3000-3999: Employee Benefits Benefits for supplemental hours

Amount	\$5,250	\$5,513	\$5,789
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies
Amount	\$173,250	\$281,913	\$296,009
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$11,224,282

Percentage to Increase or Improve Services

42.13%

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, Mendota Unified School District has calculated that it will receive \$11,224,282 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 teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development related resources, data tracking, course enrichment, tutoring, technology upgrades to better serve our unduplicated student population, and stakeholder involvement support and resources. All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the goals of the LEA. 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 meet the goals of the district. Since our unduplicated student population count is 99% all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 42.13%. Mendota Unified School district has demonstrated that it has met the 42.13% proportionality percentage by expending \$11,224,282 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$8,712,749

Percentage to Increase or Improve Services

33.7%

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, Mendota Unified School District has calculated that it will receive \$8,712,749 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 teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development related resources, data tracking, course enrichment, tutoring, technology upgrades to better serve our unduplicated student population, and stakeholder involvement support and resources. All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the goals of the LEA. 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 meet the goals of the district. Since our unduplicated student population count is 98.82% all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 33.7%. Mendota Unified School district has demonstrated that it has met the 33.7% proportionality percentage by expending \$8,712,749 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services 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/fq/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?

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