

2018-19

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Superintendent	bhernandez@westside-elem.com (559) 884-2492 ext. 2493

## 2017-20 Plan Summary

### The Story

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

Westside Elementary is a small rural one school (Prek-8) district located in the center of the San Joaquin Valley, approximately forty- five minutes southwest of Fresno. The faculty consists of a Superintendent/Principal, a vice-principal/programs director, a school secretary and district business staff, twelve classroom teachers, one resource specialist, one English Language Development teacher/instructional coach. The teachers are assisted by six instructional aides. In addition, there is a State PreSchool on site.

As of Fall 1 CALPADS Census, October of 2017/18 school year, the total enrollment of the school/district was 219. Of that number, 202 qualify as Unduplicated Pupils as defined by the conditions of 1) being eligible for the free/reduced program, and/or 2) classified as English Learners. The great majority of the students of the school are children of Mexican immigrants, primarily working in the agricultural industry of the Central San Joaquin Valley. Because of this high poverty rate, the district strives to meet many needs as well as to provide enriching experiences. Our basic services include free breakfast and lunch for all students and bus transportation to all of the outlying ranches. We are also a magnet for groups wishing to donate food and school supplies to our students and their families.

The school is committed to providing enriching, educational field trips for our students. These include the Chaffee Zoo, Big Fresno Fair, and Riverdale Pumpkin Patch and Ag Days for the Primary Grades. While progressing through grades through 4 - 8, each student will at some time have the opportunity to visit Mission San Juan Bautista, Regional Learning Center/"Five Mile Camp" in Sonora, Camp Ocean Pines in Cambria, the Monterey Aquarium, and the Youth Educational Services in Disneyland. This year, Amtrak trips to the Train Museum in Old Town Sacramento, and visits to the Discovery Center in Fresno were also added for various grade levels.

As rewards for academic achievement (Honor Roll) and Postive Behavior ("WILD"), trips and programs have included Artes America Case de Cultura, bowling, Fresno State Downing Planetarium, and Fresno Grizzlies Make the Grade.

Extracurricular activities are also fully funded by the district - specifically athletics and music. All of the coaching and practice occur during school hours, as many of our students would not be able to participate if their parents were required to pick them up from after-school activities.

Westside School District is rated highly in School Climate by students, parents and staff. The school achieved Gold Level status in Positive Behavior Intervention and Support (PBIS) . The school motto is "WILD", encouraging students and staff to make "Wise Choices", "inspire" others, be "Leaders" and exhibit "Determination".

Areas of concern academically, are low standardized test scores (SBAC/CAASPP), as well as the upkeep and security of our aging campus. In addition, we continue to seek ways to assist our parents in becoming more actively involved in their children's education.

We are pleased to be able to increase the time of the English Learner Intervention Teacher from half day to full day. In this way, he/she will be able to not only focus on the long-term ELs in grades 4 -, but will have time to also work with at-risk students in the primary grades, with the focus on third grade.

We have a part-time music teacher, who is able to meet with each class of students grades K -3 once a week, and holds marching band instrument lessons for students in grades 4 - 8 in the afternoon.

Some of the major goals of our work in 2017-20 will be to increase the progress of our English Learners, improve SBAC scores, upgrade our grounds and increase security around the perimeter, and increase parent's capacity to help their children academically, by providing instruction in English for our parents. To this goal, we began our first cohort of parents learning English through the Rosetta Stone program, in March of 2018. Twenty-five parents are currently enrolled, meeting every Monday evening for 2 hours, with a district employee as their director. Daycare is also provided in the school library for their children.

## LCAP Highlights

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

We are pleased to be able to increase the time of the English Learner Intervention Teacher from half day to full day. In this way, he/she will be able to not only focus on the long-term ELs in grades 4 - 8, but will have time to also work with at-risk students in the primary grades, with the focus on third grade.

We are pleased to offer music, choral and with the Orff Schulwerk instruments, to our kindergarten - third-grade students once a week. We believe that music in the primary grades will be beneficial in the learning of English Language to those younger students, and we are committed to continuing our instrumental band program in grades 4 - 8.

We will continue our Chromebook program. All students in the 6th through 8th grade now have Chromebooks.

Students in grades K - 5 use ipads. During the 2018/19 school year, we will finally complete our goal of one-to-one technology to student ratio, with the purchase of enough Ipads for each student. Some of the major goals of our work in 2017-20 will be to increase the progress of our English Learners, improve SBAC scores in ELA/Math, upgrade our grounds and increase security around the perimeter, and increase parent's capacity to help their children academically, by providing instruction in English for our parents.

We will continue to invest time and money into professional development for our teachers. The district has completed the 2nd year of implementation of the HMH Reading/Language Arts programs, "Journeys", "Collections" and "Escalate English". Professional development will include annual refresher training

Professional development will continue in math, as well as student engagement strategies, and the roll out of the Next Generation Science Standards - for which our plan calls for purchasing additional supplies and materials in order to make science instruction truly hands-on, STEM based. Finally, new Social Studies Standards and Frameworks will begin to be introduced by the state, and we will set aside time for introducing our teachers to those as well. In fall 2018 we will be unveiling a new "STEAM" room. It will be equipped with furniture aimed at student collaboration, and working with such tools as laser cutters and 3D printers. Teachers will be working on such projects as Lego and Robotics, video casting and Green Screen with their students.

## 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

The LEA is most pleased with the local performance indicators on School Climate. These results are culled from Safe School Surveys administered to staff and students. As well as Parent Surveys. Our school is perceived by all to be a safe place, where the students needs are placed first, where there is a high level of positive relationships between staff and students, and students state they feel encouraged and supported. It is very rare for the school to experience serious discipline issues. Those that do arise are handled in a team approach, involving the administration, parents, members of the PBIS team, and professional resources such as our school psychologist, provided through contract with Fresno County Superintendent of Schools. Students also state that instances of bullying are taken seriously and handled effectively. Students know that they can go to an adult on campus and their concerns will be heard and acted on.

The California School Accountability Dashboard, Fall 2017, shows that our English Learner progress "increased significantly", up 14.5%. In order to sustain a trajectory of progress, we will continue to provide a separate English Learner Intervention Program for Long-Term English Learners (LTELs) in grades 4 -8, as well as an extra enrichment period for the lowest performing English Learners in grade 3 - those most at risk of becoming LTELs. Within their professional development agenda this year, teacher in 2nd through 5th grade will attend an ELPAC academy, at which they will become more informed as to how to use the results of the ELPAC assessment to inform their instruction to meet the needs and gaps of their English Learners.

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

According to data from the California School Dashboard , Fall 2017, our greatest areas of need are in SBAC test performance in English Language Arts and Mathematics. The indicators are as follows: for all students, the English Language Arts performance level for all students, and Hispanic sub-group, and English Learners was red - very low, for the Economically Disadvantaged subgroup, the performance level was orange- low. In math, all students performance level was orange - low, as well as for the socioeconomic subgroup. For Hispanic and English Language Learner sub-group, the level was red - very low. To address these academic needs, we are adding teacher provided after - school tutoring, twice weekly, for students scoring Standard Not Met and Standard Nearly Met on the SBAC. In addition, professional development and grade level PLCs will focus on the using the data provided by student performance on the various claims of the SBAC to ascertain the greatest areas needing additional and enhanced instruction. These data teams/PLCs will be facilitated by two lead teachers who will be paid stipends to direct these groups, as well as aide in designing student interventions and assessments.

The vast majority of our students enter kindergarten as English Learners, and our goal is by 4th or 5th grade to have all students re-designated as English Proficient. In order to help us achieve this goal, we have added a full-time English Learner Intervention teacher. This had previously been only a half time position. In addition to enabling the Intervention Teacher time to work with primary grade students who are deemed at-risk in their English acquisition skills, this person will also serve as an Instructional Coach, leading professional development and PLCs, and co-ordinating pacing and assessments. We hope that this year's summative ELPAC administration will show proficiency gains by the English Learners who take it.

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

Westside Elementary had no performance gaps in 2017-18. According to data from the California School Dashboard, Fall 2017, our greatest areas of need are in SBAC test performance in English Language Arts and Mathematics. The indicators are as follows: for all students, the English Language Arts performance level for all students, and Hispanic sub-group, and English Learners was red - very low, for the Economically Disadvantaged subgroup, the performance level was orange- low. In math, all students performance level was orange - low, as well as for the socioeconomically disadvantaged subgroup. For Hispanic and English Language Learner sub-group, the level was red - very low. This points to our primary classrooms being in great need of support for English Learners in the academic areas of math and English Language Arts, as well as for the "long-term EIs" in grades 5 through 8. Professional development and instructional coaching, as well as observation and monitoring by the administration, will focus on these areas.

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 the school year 2018/19, the school will implement a district-provided after school tutoring program, directed toward the students who are scoring far below or below standard on the spring 2018 administration of the SBAC. The tutoring sessions will be provided by grade level teachers and focus on the content skills students showed to be lacking based on their SBAC results. Teachers will have increased professional development in using data-driven analysis.

The district will also add another section of the Rosetta Stone English classes for parents of English Learners. This inaugural year, the class was offered one night per week. In 2018/19, in order to accommodate the demand, a second evening will be added.

## Budget Summary

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures For LCAP Year	\$3,680,611.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$2,615,347.00

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.

The total General Fund Budget includes all restricted and unrestricted funds. The total funds budgeted to meet the LCAP does not include restricted funds.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Projected LCFF Revenues for LCAP Year	\$2,473,614.00

# 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

Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned.

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 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Properly credentialed teachers with no mis assignments or vacancies.

**17-18**

100%

**Baseline**

2016-17 - 100%

Properly credentialed teachers with no mis assignments or vacancies.

2017-18 - Rating of "Good"

**Metric/Indicator**

Facilities maintained as measured by FIT

**17-18**

minimal rating of "Good."

**Baseline**

2016 - 17

FIT score was 98.6 with a rating of "Good."

Expected

**Metric/Indicator**

Sufficient Instructional Materials

**17-18**

100%

**Baseline**

2016-17 100% of students had sufficient instructional materials according to the Williams Act Inspection.

Actual

2017-18 100% of students had sufficient instructional materials according to the Williams Act Inspection.

**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>Provide salaries for all certificated (properly credential teachers), office support, and administrative staff.</p> <p>Maintain bus fleet and other transportation needs.</p> <p>Maintain facilities in good conditions, as measured by the "Fit" rating.</p> <p>Increase campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of school and playground grass and equipment.</p> <p>Provide state adopted curricular materials in compliance with the Williams Act.</p>	<p>Provided salaries for all certificated (properly credential teachers), office support, and administrative staff.</p> <p>Maintained bus fleet and other transportation needs.</p> <p>Maintained facilities in good conditions, as measured by the "Fit" rating.</p> <p>Increased campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of school and playground grass and equipment.</p> <p>Provided state adopted curricular materials in compliance with the Williams Act.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$508,037.00</p> <p>2000-2999: Classified Personnel Salaries Base \$274,071.00</p> <p>3000-3999: Employee Benefits Base \$342,121.00</p> <p>4000-4999: Books And Supplies Base \$183,247.00</p> <p>5000-5999: Services And Other Operating Expenditures Base \$417,538.00</p> <p>6000-6999: Capital Outlay Base \$12,000.00</p>	<p>1000-1999: Certificated Personnel Salaries Base \$508,037.00</p> <p>2000-2999: Classified Personnel Salaries Base \$274,071.00</p> <p>3000-3999: Employee Benefits Base \$342,121.00</p> <p>4000-4999: Books And Supplies Base \$183,247.00</p> <p>5000-5999: Services And Other Operating Expenditures Base \$417,538.00</p> <p>6000-6999: Capital Outlay Base \$12,000.00</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.

District hired teachers who are appropriately credentialed in the grades/areas they teach. All students have access to state adopted textbooks.

The maintenance department is in the process of planning and implementing improvements to the physical security of the grounds.

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

As 100% of properly aligned credentialed teachers, "good" rating on Williams Inspection, and all students having access to state adopted textbooks indicate that the base program is highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

There were no changes made to this goal or any of the actions.

# 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

Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science and Social Studies.

Technology will be used to enhance instruction and student engagement. This includes ipads in grades kindergarten through 5th, Chromebooks in grades 6th through 8th, and Apple computer lab available to all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     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

California School Dashboard. State Indicators. Results of SBAC assessments in ELA.

### 17-18

For students socioeconomic disadvantage, Hispanic or Latino - Medium/5 points below to less than 10 points above

For English Learners - medium/5 points below to less than 10 above level 3.

Actual

The indicators (from Fall 2017 Dashboard) are as follows: for all students, the English Language Arts performance level for all students was Very Low: 73 points below level 3. The target was not met - declined by 3.8 pts. For the three subgroups, results are as follows: English Learners ,Very Low: 73 points below level 3. Target not met, maintained (-2.6) For SocioEconomically Disadvantaged, Low - 68.3 points below level 3; target not met, declined by 3.4 points. Hispanic, Very Low, 73.4 points below level 3, declined by 4.2 points.

## Expected

### Baseline

SBAC of 2015/16. For students socioeconomic disadvantaged, Hispanic or Latino - yellow/69 points below level 3  
For English Learners - red/very low. More than 69 points below level 3.

### Metric/Indicator

California School Dashboard. State Indicators: Results of SBAC assessments in Math.

### 17-18

SBAC . Socioeconomically disadvantaged, Hispanic or Latino students. Medium/more than 5 points below to 25 points below level 3.  
English Learners,.Medium/more than 5 points below to 25 points below level 3.

### Baseline

SBAC of 2015/16. Socioeconomically disadvantaged, Hispanic or Latino students. Low/more than 25 points to below 95 points.  
English Learners, very low/more than 95 points below level 3.

### Metric/Indicator

State standards implemented including EL access to state standards, and ELD standards, as measured by daily lesson plans, review and observations, by principal and vice-principal.

### 17-18

100%

### Baseline

2016/17 - 100%

### Metric/Indicator

Teachers' technology lesson plans.

### 17-18

100%

### Baseline

2016-2017

100% Teachers integrate technology in at least three lessons weekly.

## Actual

In math, all students performance level was - Low: 94.6 points below Level 3. The target was not met - declined by 6.3 points. For the three subgroups, results are as follows: English Learners, Very Low - 101.8 points below Level 3. Target not met, declined by 5.7 points. Socio-economic Disadvantaged, Low, 89.7 pts. below level 3. Target not met, maintained (-2.4). Hispanic. Very Low, 73.4 points below. Target not met, declined by 4.2 points.

100% compliance. All students were taught to the California Standards and ELD Standards. Lesson plans were collected weekly, and the principal and vice-principal routinely observed lessons.

100% of teachers integrated technology into at least three lessons weekly. Lesson plans were collected weekly, and the principal and vice-principal routinely observe lessons which included technology.

**Expected**

**Metric/Indicator**

Other Outcomes of a Broad Course of Study:  
 State Physical fitness testing measures for two subtests for grades 5 & 7:  
 Aerobic Capacity and Body Composition

**17-18**

Annual increases for each category in each grade level

**Baseline**

2015-2016

Grade 5 % in Healthy Fitness Zone (HFZ)

Aerobic Capacity = 45%

Body Composition = 50%

Grade 7 % in Healthy Fitness Zone (HFZ)

Aerobic Capacity 41.7%

Body Composition 41.7%

**Actual**

Physical Fitness Test Results for 201-17 were as follows:

Grade 5 - % in Healthy Fitness Zone (HFZ)

Aerobic Capacity = 52%

Body Composition= 60.9%

Grade 7 - % in Healthy Fitness Zone (HFZ)

Aerobic Capacity = 70%

Body Composition = 59%

**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>Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:</p>	<p>1A) Full time paraprofessionals were placed in the following assignments: - tutors - in kindergarten classrooms. Tutors at least 2 hours per day in classrooms grade 1st - 8th. Library aides.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$58,198.00</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$58,198.00</p>
<p>1A) Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school</p>	<p>1B) Teachers have been engaged in multiple professional development activities throughout the school year and continuing into the summer months. Some examples from this past year are:</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,570.00</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$65,570.00</p>
		<p>3000-3999: Employee Benefits Supplemental and Concentration \$68,529.00</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration \$68,529.00</p>
		<p>4000-4999: Books And Supplies Supplemental and Concentration \$130,000.00</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$130,000.00</p>

data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL's being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessional are more engaged in the learning process, have more opportunities for individual feedback and clarification and perform better academically. To meet this need, we will provide paraprofessionals in all classrooms with unduplicated students. This action is principally directed toward the unduplicated pupils with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1B) Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance

- On-site coaching and consulting from Houghton Mifflin Harcourt, publishers, geared toward proficient implementation of our English Language Arts and Math textbook series
- On-site coaching and consulting from curriculum specialists of Fresno County Superintendent of Schools in the areas of English Language Arts, Mathematics, Visual and Performing Arts, and Instructional Technology.
- Attendance at off-site trainings in English Language Arts, English Language Development, Mathematics, Next Generation Science Standards, History/Social Studies, and Instructional Technology.
- Attendance at conferences such as Computer Using Educators, the California League of Schools, and Kagan.
- Substitute pay for teachers who are out of the classroom attending professional development.

1C) Supplemental, enrichment resources have been supplied which include:

STAFF TRAINING 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$199,552.00

STAFF TRAINING 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$199,552.00

is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL's being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. We acknowledge the research showing that one of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide professional development for teachers. Our experience has been that teachers are increasingly well prepared to meet the needs of a diverse student population if provided ample professional development directed toward meeting the needs of unduplicated students. We will therefore provide a variety of CCSS aligned professional development activities for our staff, both on-site and off-site, as well as on-site coaching opportunities. This professional development will be principally directed toward meeting the needs of English Learners and SED students with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance

- Continuous purchase of new books for the school library
- Books for classroom libraries
- Technology for student use, including I pads, Chromebooks, and I Mac computers.
- Subscriptions to instructional technology programs such as Type to Learn, Accelerated Reader/Renaissance Learning, IReady, Brain Pop, and programs to supplement our HMH core curriculum.
- Science materials for Next Generation Science activities and experiments.
- Materials as requested by teachers which complement Collaborative Learning in the classroom.

1D and E) Technology:

- Purchased View Sonic interactive boards for all classrooms, the library, and the computer lab. Purchase of wireless document cameras.
- Purchased 2 additional iPad class carts, Chromebooks for the 6th grade, purchased I Mac computers for the classrooms. Maintained I Mac School Lab.

for these unduplicated groups, and all students.

1C) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least access to supplemental learning materials that will enhance their learning and provide opportunities to practice their learning during and beyond core instructional time. Therefore, we will provide supplemental instructional materials and technology that are principally directed toward the unduplicated students and effective in providing equity in access to learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will

- Subscriptions to instructional technology programs such as Type to Learn, Accelerated Reader/Renaissance Learning, IReady, Brain Pop, and programs to supplement our HMH core curriculum have been provided.

reveal improved performance for the unduplicated groups, and all students.

1D) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will maintain the iPad and Chromebooks currently provided that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as

well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1E) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will purchase Chromebooks for grade 6 that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance

on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.



## 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.

Westside Elementary School has continued to provide the services outlined in Goal 2 to increase academic services to our unduplicated services. We have continued increasing access to technology to our students and along with that, professional development for the teachers as to best use it to enhance students' learning and reach 21st Century goals. Coaching from Fresno County Superintendent of Schools Office in both math and English-Language Arts continued, as well as off-site workshops and conferences attended by teachers as requested. Having a full-time ELD teacher for long-term ELs allowed those students to have targeted instruction in a small group setting. Our next strategy, implementing teacher directed after school tutoring classes for those students below standard on the SBAC will be another step in meeting those instructional needs.

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

Although student performance in English Language Arts and Math went down overall one level on the 2017 SBAC, we are pleased that the progress of our English Learners improved. We are confident that with the additional professional development we provide to our teachers this year, as well as their continued training in learning how to implement our standards based HMH curriculums will cause there to be growth in the SBAC administration this spring of 2018. Our progress in technology purchasing has led us to the point of being just one classroom away from having one-to-one device access for students. The on-site coaching by technology and instructional technology consultants have led to an increased inclusion of technology into teachers' lesson plans. The purchase of the View Sonic interactive boards has led to students being more actively engaged. This school year we have three first-year teachers, and continued professional development will assist them in student engagement and proficiency in the state standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between Budgeted Expenditures and Estimated Actual Expenditures in 2017-18

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.

Based on the low results of most sub-groups in ELA and Math SBAC scores, for year 2018-19, we will include the implementation of a district run after school tutoring program, targeted at students scoring below standard on the assessments.

# 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

Accelerate Progress of English Learners – All English Learners will increase their English Proficiency as measured by the CELDT and ELPAC, as well as Redesignation Rate.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 7: Course Access (Conditions of Learning)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

English Learner annual growth as measured by state standardized assessment .

**17-18**

67% to 75% showing annual growth

**Baseline**

2016-17, 49% of ELS made one year growth on CELDT from 2013-14 to 2014-15.

There were no CELDT tests given this school year. The new ELPAC was administered this spring, and we will know those scores when the state releases them sometime in the future.

**Metric/Indicator**

English Learner Reclassification Rate

**17-18**

Increase of at least 1%

The redesignation rate in 2016-17 was 9.1% reclassification rate and surpasses our goal.  
 On the California Dashboard, English Learner Progress was yellow/low, but Increased Significantly, by 14.7%.

Expected

Actual

**Baseline**

2013-2014

2 students reclassified out of 124 students tested

2% reclassification rate

**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>In order to increase achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.</p> <p>In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.</p> <p>We will purchase materials, supplies, and technology to enhance/enrich core curriculum for our English Learners.</p> <p>The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.</p>	<p>An intervention teacher provided Designated English Learner classes to long-term English learners in grades 4 - 8.</p> <p>The intervention teacher provided a daily Designated ELD class to third graders in the lowest level of English proficiency.</p> <p>The district purchased additional reading and other curricular material for all teachers who have English Learners in their classes.</p> <p>Teachers have had professional development in the California ELA/ELD Frameworks provided by consultants at Fresno County Office of Education.</p> <p>Teachers have attended training on the ELPAC assessment.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,059.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$12,673.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,059.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$12,673.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</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.

The availability of a full-time English Language Development teacher this year enabled long-term ELs to receive focused instruction and in smaller groups. We hope to see positive results of this on the summative assesment scores from Spring 2018 ELPAC. Teachers were also provided on-site professional development on English Language Development, with a strong focus this year in the domains of Speaking and Writing.

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

Teachers have seen an overall improvement in English Language skills of the students receiving the intervention, as well as increased grades in their other core subjects, especially in speaking and written skills. We hope to see positive results as indicated by summative ELPAC (Spring 2018) reports

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between the Budgeted Expenditures and the Estimated Actual Expenditures for 2017-18.

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

There will be no changes made in the upcoming year's plan based on this analysis.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 4

Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Chronic Absentee Rate.

**17-18**

5%

**Baseline**

2016/17: 9.7% of students were chronic absentees .

**Metric/Indicator**

Attendance Rate

**17-18**

98%

**Baseline**

96% in 2016/17

**Metric/Indicator**

Suspension Rate

Actual

The Chronic Absentee rate for 2017-18 was 7.49% .

The attendance rate for 2017-18 was 94.5%, a slight decrease from 2016-17.

The suspension rate for 2017-18 was 0%

Expected

Actual

<p><b>17-18</b> 2% or lower</p> <p><b>Baseline</b> 2016-17: 2%</p>	
<p><b>Metric/Indicator</b> Middle School Drop Out Rate</p> <p><b>17-18</b> 0%</p> <p><b>Baseline</b> 2015-16: 0%</p>	<p>The Middle School Drop Out rate for 2017-18 was 0%.</p>
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>17-18</b> 0%</p> <p><b>Baseline</b> 2016-17: 0%</p>	<p>The Expulsion Rate for 2017-18 was 0%</p>
<p><b>Metric/Indicator</b> School Climate</p> <p><b>17-18</b> 98%</p> <p><b>Baseline</b> 2016-17: 96% of students surveyed reported school is a safe, tolerant place.</p>	<p>In 2017-18, 96% of students surveyed reported school is a safe, tolerant place.</p>
<p><b>Metric/Indicator</b> Broad Course of Study</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 2016-17:100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p>	<p>2017-18:100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</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>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. The unduplicated students have the least access to Visual and Performing Arts (VAPA) related courses that research has demonstrated improve brain neuroplasticity and assist students with building brain schema that support language acquisition, and all learning in general. The unduplicated students also have the least access to engaging in extracurricular activities such as after school sports and similar activities. Research has shown that all of the services mentioned above have a positive impact on student engagement in school and on academic performance. These services also affect students’ perceptions of school with respect</p>	<p>The music program schedule was as follows:</p> <ul style="list-style-type: none"> <li>• Once weekly, hour-long lessons in singing and the Orff Schulwerk method for grades kindergarten-second.</li> <li>• Twice weekly recorder lessons for third and fourth-grade students.</li> <li>• Students in grades 5 - 8 had lessons, at least twice weekly, on band instruments according to sections.</li> </ul>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000.00</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,333.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,585.00</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 10,000.00</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,333.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 3585.00</p>

to feeling safe and connected. As a result of these identified needs, WESD will implement the following services and programs:

The existing music program, marching band for grades 4 - 8, is expanding in 2017/18. The music program will now be provided all day, including classroom visits in the primary grades, as music (especially in the form of songs and chants) is an effective tool in increasing English Language Development.

The District will provide the behavior, academic awards and attendance incentives that in the past three years were provided by a PBIS grant.

These services were implemented specifically to meet the needs demonstrated by our unduplicated students and are effective in meeting those needs. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students positive feelings toward school in general.

## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data on the Equity Report reveals our performance on the Suspension Rate Indicator is "Green", which is good and means our suspension rate is low for the "all student" group. Looking further into the data, the Status and Change Report on the Dashboard reveals our low-income students' and Hispanic students' performance is also in the Green category, however the English Learners (EL) group is in the Orange category, demonstrating English Learners are suspended at a much higher rate than other students. Given this revelation, WESD will continue to or begin to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students:  
Behavior awards programs  
Attendance incentives  
Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies  
These services will be principally directed toward the unduplicated students, particularly English

Continued implementation of our PBIS program, included behavior awards ("blue ticket" drawings and "WILD parties".  
Continued staff attendance by staff at trainings, such as Kagan, or others provided by Fresno County Superintendent of Schools, on school safety and climate, Title IX, bullying, Positive Discipline, etc.

4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000.00

4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000.00

Learner students, and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents. As a result of implementing these systems, we anticipate closing of the suspension gap that exists for EL students as well as improved measures on the student School Climate survey. Additionally, we believe the fewer suspensions our EL students experience, the more time they have to be in class learning which should have a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.

## 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.

Full implementation of PBIS program. Continued music education for all students.

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

School climate surveys still show positive effects of the PBIS program. All students are exposed to music education at least once a week - more in the upper grades. All students in grades 5 - 8 have the opportunity to participate in a school-based athletic league, with similar small schools in the area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences existed between Budgeted Expenditures and Estimated Actual Expenditures for 2017-18.

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

There were no changes made to this goal, expected outcomes, metrics or actions and services to achieve this goal.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 5

To increase parent involvement in school decision making, and the education of their children

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)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Parent participation rate in informational and educational programs provided by the District.

**17-18**

Increase parent involvement participation rate by 20%.

**Baseline**

50% of parents invited participate in one parent training or informational meeting this year.

Actual

In 2017-18, 62% of parents participated in one parent training or informational meeting this year. The goal of 20% increase was not met.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. Regardless of our high parent participation rate in school activities, these data illustrate the need for academic improvement that is principally directed toward the unduplicated population. Research demonstrates the positive correlation with respect to the more involved parents are in their child’s education, the better the child’s performance in school. Although our parents are involved, there is always more that can be done to increase their participation and engagement in the process. In response to this need. WESD will maintain and/or increase supports provided to facilitate parent engagement in school and their child’s education that are principally directed toward the unduplicated students and, as mentioned above, effective in</p>	<p>Purchased Rosetta Stone licenses for 25 parents. Provided a staff as the trainer for the parents in this evening program. Provided day care for their children by a paid staff member. Provided translators for all formal and informal meetings between parents and teachers. Provided translators at all informational and recreational activities held at the school.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$3,000.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$122.00</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$3,000.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$122.00</p>

meeting these identified needs.  
Those actions are:

Purchase Instructional programs  
for parents

Purchase

instructional/informational  
materials for parents

Provide language instruction for  
parents in English.

Provide translation for parents at  
all school activities and meetings.

Provide day care for parents  
attending

instructional/informational activities  
and meetings.

As a result of continuing or  
increasing these improved  
activities to engage parents, we  
anticipate experiencing even  
higher levels of parent  
engagement in school activities  
that will have a positive effect on  
student learning and the student  
performance on CAASPP Math  
and ELA, as well as on the English  
Learner annual growth assessment  
will reveal improved performance  
for these unduplicated groups.

# Analysis

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

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

Although it did not actually begin until March, we are very pleased at the reception that our Rosetta Stone adult classes has had. We invited parents of English Learners, grades kindergarten through third. We purchased 25 licenses, and were able to assign all of the licenses.

We also continue to provide day care at after school hour meetings. We proved translators for all activities and interactions between non-Spanish speaking staff, and non-English speaking parents.

We have active School Site Council members and a District Advisory Committee and District English Learner Advisory Committee, with required number of parents.

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

Time will tell if the increased level of English skills in parents enrolled in the Rosetta Stone program will enable them to support their children more academically. We continue to have high levels of participation at school events and informational meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There existed no material differnces between Budget Expenditures and Estimated Actual Expenditures.

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

The district will change it's parent involvement goal based on responses on the Parent Survey of Spring, 2018. This change will be found on Goal 5 narrative of 2018-19 school year and beyond. We will include more parent informational meetings during the school year.

The district will add a section section of Rosetta Stone evening classes for parents wishing to learn English. This change will be found on Goal 5 narrative of 2018-19.

# 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?

Information and review of the Local Control Funding Formula was presented at a general Parent Informational Meeting at Back To School Night, Sept. 19, 2017. At this meeting, sign-ups were taken for those interesting in participating in the School Site Council, District Advisory Committee (DAC), and the District English Language Learner Committee (DELAC).

On Dec. 13, 2017, the School Site Council, District Advisory Committee, and English Learner Advisory Committee members, met to set District Goals for the Single Plan for Student Achievement. Achievement data for the previous school year was analyzed, and goals for the SPSA were aligned to those of the LCAP.

In January of 2018, the teachers were given a Professional Development Survey to complete, indicating which of the primary forms of professional development we have been providing has been the most advantageous and productive. These results were used to plan professional development for 2018/19

On May 11, 2018, the District Advisory Committee, District English Learner Advisory Committee, and the School Site Council, all met to review the draft of the LCAP. Input was recorded from these stakeholders. Mr. Hernandez, the Superintendent, was at the meeting, therefore, all comments were addressed immediately, and will be described in "Impact" section below. On May 10, a meeting of the DAC/DELAC were presented with the most updated and complete draft of the 2018/19LCAP, including the Annual Update, as well as discussing goals for next school year, which have not changed.

The following information, related to the 8 State Priorities, was presented and discussed: Increase in technology for students, and training for teachers. Student and parent surveys, parent engagement activities, updates on school facility maintenance, student achievement level results on SBAC and CELDT tests, suspension and chronic absenteeism rates. There was a discussion, led by Superintendent Hernandez, about these goals and priorities, but no formal concerns or issues were presented to him for a response.

On May 31, 2018, the LCAP was presented by Mrs. Tarvin to a Student Advisory Committee composed of representatives of fourth through eighth grade. Their comments and concerns were noted and addressed, and described in "Impact" statement below.

On June 8, 2018, the LCAP was presented by Mr. Hernandez to the following groups: teachers, members of CTA, classified staff, members of CSEA.

Student input was solicited in the following manner: Students were asked to complete the "Westside School Climate Survey", and those who returned parent permission slips were administered the survey.

On June 12, 2018, the Governing Board of Westside Elementary School District held a public hearing on the LCAP, and the budget. Printed versions of the LCAP are available in the District Office, in both English and Spanish.

Meeting for adoption, June 26, 2018..

## Impact on LCAP and Annual Update

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

The stakeholders of the DAC/DELAC and Site Councils expressed continued concern for the safety of our school grounds, in light to recent increase in school shootings. Superintendent Hernandez shared that bids have been accepted, and work is now beginning on secured doorways and increased fencing around the perimeter of the school. (Goal 1)

In response to the low SBAC scores, the members of these committees expressed the following suggestions, all of which were agreed to by Superintendent Hernandez and will be implemented in the school year 2018/19: A parental information meeting for all grade levels involved before the next administration of SBAC (Goal 5), rewards for students scoring high on the test (reward field trip will be funded out of Goal 4), and extra help in the form of after school tutoring to be offered to students scoring below standard on the SBAC and ELPCA (Goals 2 and 3)

School Climate Surveys completed by staff showed the highest concern by the majority is for the safety of the perimeter of our school, which is very large and open, being in an agricultural area. Staff is aware of the work being done at entries and perimeter of the school to make it more secure. (Goal 1)

Students' responses to climate survey were overwhelmingly positive in the areas of school safety and positive discipline procedures and outcomes. (Goal 3, school safety and climate) State Priority #5. The surveys and tally of score reports are available in the Vice-Principal's office.

The expansion of the position of English Learner Intervention teacher from half day to full day was explained. All stakeholders agree that there is the need for increased additional services, in particular, expanding down to the lower grades.

The Student Advisory stakeholders expressed concerns about the condition of trouble areas on the school grounds - broken tiles in the cafeteria, and drinking fountains continuously breaking. The district is in the process of securing a facilities grant, and those issues will be addressed (Goal 1). The students expressed appreciation for the knowledge of their teachers (Goal 1) and classroom tutors (Goal 2 and Title One funding), in helping them learn English (Goal 3). They also expressed their interest in learning with the aide of chromebooks, ipads, and various other technology at the school (Goal 2). On the topic of Parent Involvement , they

expressed that it is important that day care always be provided, as that is one factor that makes it difficult for parents to attend school functions (Goal 5).

Teachers' responses on the Professional Development Survey indicated a heavy interest and need for more direction in instructional technology, especially with using the devices that we have purchased - Ipads, chromebooks, View Sonic screens - to enhance the curriculum and engagement of our students. Therefore, the money that we spend on consultants from the County Superintendent of School's office will be primarily used in this area.

Staff indicated a high satisfaction level with the professional development they have received this school year. The majority would like to continue all aspects - on-site coaching, off-site workshops and conferences, as well as continued professional development from the publishers of our math and language arts curriculum - Houghton Mifflin Harcourt.

Teacher training in instructional technology (ie; Google School, implementation of Chromebooks, and iPad in the classroom) will continue to be a part of the LCAP for 2017/18.

# 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

Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned.

### 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 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

As there is currently a teacher shortage in California, and we are such a small rural district, located miles from the University and other major cities in the area, we are having difficulty finding fully credentialed teachers to fill the openings left by three teachers who retired at the end of this school year.

As the school is aging, there are updates that need to be made. These include new roofing, replacing or repairing blacktop, and updating student restrooms.

The perimeter of the school is not secure. Front gates and the main entry to the school need to be updated to ensure greater security.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly credentialed teachers with no mis assignments or vacancies.	2016-17 - 100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities maintained as measured by FIT	2016 - 17 FIT score was 98.6 with a rating of "Good."	minimal rating of "Good."	minimal rating of "Good."	minimal rating of "Good."
Sufficient Instructional Materials	2016-17 100% of students had sufficient instructional materials according to the Williams Act Inspection.	100%	100%	100%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide salaries for all certificated (properly credential teachers), office support, and administrative staff. Maintain bus fleet and other transportation needs. Maintain facilities in good conditions, as measured by the "Fit" rating. Increase campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of school and playground grass and equipment. Provide state adopted curricular materials in compliance with the Williams Act.

Provide salaries for all certificated (properly credential teachers), office support, and administrative staff. Maintain bus fleet and other transportation needs. Maintain facilities in good conditions, as measured by the "Fit" rating. Increase campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of school and playground grass and equipment. Provide state adopted curricular materials in compliance with the Williams Act.

Provide salaries for all certificated (properly credential teachers), office support, and administrative staff. Maintain bus fleet and other transportation needs. Maintain facilities in good conditions, as measured by the "Fit" rating. Increase campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of school and playground grass and equipment. Provide state adopted curricular materials in compliance with the Williams Act.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$508,037.00	\$535,960.00	\$546,679.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	0001-0999: Unrestricted: Locally Defined
Amount	\$274,071.00	\$314,842.00	\$321,139.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$342,121.00	\$424,932.00	\$433,431.00
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$183,247.00	\$187,995.00	\$187,995.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$417,538.00	\$481,447.00	\$481,1447.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$12,000.00	\$40,000.00	\$40,000.00
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

# 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

Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science and Social Studies.

Technology will be used to enhance instruction and student engagement. This includes ipads in grades kindergarten through 5th, Chromebooks in grades 6th through 8th, and Apple computer lab available to all students.

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

State Priorities:      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:

California School Dashboard shows achievement levels as very low to medium across all academic areas, as based on SBAC assessments. This includes the unduplicated pupil groups, which at Westside Elementary School are students of low socio-economic status, and English Language Learners.

94.98 % of students are Unduplicated.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard. State Indicators. Results of SBAC assessments in ELA.	SBAC of 2015/16. For students socioeconomic disadvantaged, Hispanic or Latino - yellow/69 points below level 3 For English Learners - red/very low. More than 69 points below level 3.	For students socioeconomic disadvantage, Hispanic or Latino - Medium/5 points below to less than 10 points above For English Learners - medium/5 points below to less than 10 above level 3.	For students socioeconomic disadvantage, Hispanic or Latino - Medium/5 points below to less than 10 points above For English Learners - medium/5 points below to less than 10 above level 3.	For students socioeconomic disadvantage, Hispanic or Latino - Medium/5 points below to less than 10 points above For English Learners - medium/5 points below to less than 10 above level 3.
California School Dashboard. State Indicators: Results of SBAC assessments in Math.	SBAC of 2015/16. Socioeconomically disadvantaged, Hispanic or Latino students. Low/more than 25 points to below 95 points. English Learners, very low/more than 95 points below level 3.	SBAC . Socioeconomically disadvantaged, Hispanic or Latino students. Medium/more than 5 points below to 25 points below level 3. English Learners, .Medium/more than 5 points below to 25 points below level 3.	SBAC . Socioeconomically disadvantaged, Hispanic or Latino students. Medium/more than 5 points below to 25 points below level 3. English Learners, .Medium/more than 5 points below to 25 points below level 3.	SBAC . Socioeconomically disadvantaged, Hispanic or Latino students. Medium/more than 5 points below to 25 points below level 3. English Learners, .Medium/more than 5 points below to 25 points below level 3.
State standards implemented including EL access to state standards, and ELD standards, as measured by daily lesson plans, review and observations, by principal and vice-principal.	2016/17 - 100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers' technology lesson plans.	2016-2017 100% Teachers integrate technology in at least three lessons weekly.	100%	100%	100%
Other Outcomes of a Broad Course of Study: State Physical fitness testing measures for two subtests for grades 5 & 7: Aerobic Capacity and Body Composition	2015-2016 Grade 5 % in Healthy Fitness Zone (HFZ) Aerobic Capacity = 45% Body Composition = 50% Grade 7 % in Healthy Fitness Zone (HFZ) Aerobic Capacity 41.7% Body Composition 41.7%	Annual increases for each category in each grade level	Annual increases for each category in each grade level	Annual increases for each category in each grade level

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Low Income

LEA-wide  
Schoolwide

Specific Schools: Westside Elementary  
School

### Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:  
Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessionals are more engaged in the learning process,

#### 2018-19 Actions/Services

Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:  
1A) Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessionals are more engaged in the learning process,

#### 2019-20 Actions/Services

Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:  
1A) Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessionals are more engaged in the learning process,

have more opportunities for individual feedback and clarification and perform better academically. To meet this need, we will provide paraprofessionals in all classrooms with unduplicated students. This action is principally directed toward the unduplicated pupils with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1B) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. We acknowledge the research showing that one of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide professional development for teachers. Our experience

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has been that teachers are increasingly well prepared to meet the needs of a diverse student population if provided ample professional development directed toward meeting the needs of unduplicated students. We will therefore provide a variety of CCSS aligned professional development activities for our staff, both on-site and off-site, as well as on-site coaching opportunities. This professional development will be principally directed toward meeting the needs of English Learners and SED students with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1C) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least

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access to supplemental learning materials that will enhance their learning and provide opportunities to practice their learning during and beyond core instructional time. Therefore, we will provide supplemental instructional materials and technology that are principally directed toward the unduplicated students and effective in providing equity in access to learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1D) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully

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engage in activities that support learning during and beyond core instructional time. Therefore, we will maintain the iPad and Chromebooks currently provided that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1E) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will purchase Chromebooks

technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will maintain the iPad and Chromebooks currently provided that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

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for grade 6 that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will purchase Chromebooks for grade 6 that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

1F) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. In the fall of 2018, we will initiate a district provided after school tutoring program. Students who do not meet standard on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by

technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will purchase Chromebooks for grade 6 that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students. Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. In the fall of 2018, we will initiate a district provided after school tutoring program. Students who do not meet standard on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by

grade level teachers and based on analysis of the SBAC performance data. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$58,198.00	\$54,165.00	\$55,248.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$65,570.00	\$66,056.00	\$67,377.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$68,529.00	\$84,359.00	\$86,046.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$130,000.00	\$111,611.00	\$130,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$199,552.00	\$157,691.00	\$199,552.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures STAFF TRAINING	5000-5999: Services And Other Operating Expenditures STAFF TRAINING	5000-5999: Services And Other Operating Expenditures STAFF TRAINING

# 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

Accelerate Progress of English Learners – All English Learners will increase their English Proficiency as measured by the CELDT and ELPAC, as well as Redesignation Rate.

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

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

According to the information on the California School Dashboard, English Learner Progress Rate, which is based on information from 2013/14, and 2014/15, English Learner progress is very low/ red.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner annual growth as measured by state standardized assessment .	2016-17, 49% of ELS made one year growth on CELDT from 2013-14 to 2014-15.	67% to 75% showing annual growth	67% to 75% showing annual growth	75% to 85% showing annual growth
English Learner Reclassification Rate	2013-2014	Increase of at least 1%	Increase of at least 1%	Increase of at least 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2 students reclassified out of 124 students tested 2% reclassification rate			

## Planned Actions / Services

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

### Action 1

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

**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

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

In order to increase achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.

2018-19 Actions/Services

In order to increase achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.

2019-20 Actions/Services

In order to increase achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.

In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.  
 We will purchase materials, supplies, and technology to enhance/enrich core curriculum for our English Learners.  
 The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.

In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.  
 We will purchase materials, supplies, and technology to enhance/enrich core curriculum for our English Learners.  
 The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.

In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.  
 We will purchase materials, supplies, and technology to enhance/enrich core curriculum for our English Learners.  
 The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$27,059.00	\$30,896.00	\$31,514.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$12,673.00	\$14,853.00	\$15,150.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$10,000	\$8,000.00	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$10,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Training	5000-5999: Services And Other Operating Expenditures Staff Training	5000-5999: Services And Other Operating Expenditures Staff Training

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 4

Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

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

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)  
                               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

5% of students were Chronic Absentee, as measured by CALPADS attendance reports. The Positive Behavior Intervention and Support program, which has been in place for the past four years, is very successful and contributes to student engagement and citizenship. As the grant years are now over, the district must fund the incentives and awards for character, academics, and attendance. Music and athletic programs, as well as field trips, need to be maintained at current levels. We are committed to maintaining these programs for our unduplicated students. Due to their socio-economic condition, they are not exposed to these activities and experiences except for what we provide them at school.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absentee Rate.	2016/17: 6% of students were chronic absentees	5%	5%	3%
Attendance Rate	96% in 2016/17	98%	98%	98%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	2016-17: 2%	2% or lower	2% or lower	2% or lower
Middle School Drop Out Rate	2015-16: 0%	0%	0%	0%
Expulsion Rate	2016-17: 0%	0%	0%	0%
School Climate	2016-17: 96% of students surveyed reported school is a safe, tolerant place.	98%	99%	100%
Broad Course of Study	2016-17: 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.	100%	100%	100%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Low Income

Schoolwide

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

Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL’s being Red, and SED and Hispanic students in the Orange category for performance. These data illustrate the need for improvement that is principally directed toward the unduplicated population. The unduplicated students have the least access to Visual and Performing Arts (VAPA) related courses that research has demonstrated improve brain neuroplasticity and assist students with building brain schema that support language acquisition, and all learning in general. The unduplicated students also have the least access to engaging in extracurricular activities such as after school sports and similar activities. Research has shown that all of the

#### 2018-19 Actions/Services

Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:  
Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessional are more engaged in the learning process,

#### 2019-20 Actions/Services

Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:  
Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessional are more engaged in the learning process,

services mentioned above have a positive impact on student engagement in school and on academic performance. These services also affect students' perceptions of school with respect to feeling safe and connected. As a result of these identified needs, WESD will implement the following services and programs:

The existing music program, marching band for grades 4 - 8, is expanding in 2017/18. The music program will now be provided all day, including classroom visits in the primary grades, as music (especially in the form of songs and chants) is an effective tool in increasing English Language Development.

The District will provide the behavior, academic awards and attendance incentives that in the past three years were provided by a PBIS grant.

These services were implemented specifically to meet the needs demonstrated by our unduplicated students and are effective in meeting those needs. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students positive feelings toward school in general.

have more opportunities for individual feedback and clarification and perform better academically. To meet this need, we will provide paraprofessionals in all classrooms with unduplicated students. This action is principally directed toward the unduplicated pupils with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.

These data illustrate the need for improvement that is principally directed toward the unduplicated population. The unduplicated students have the least access to Visual and Performing Arts (VAPA) related courses that research has demonstrated improve brain neuroplasticity and assist students with building brain schema that support language acquisition, and all learning in general. The unduplicated students also have the least access to engaging in extracurricular activities such as after school sports and similar activities. Research has shown that all of the services mentioned above have a positive impact on student engagement in school and on academic performance. These services also affect students' perceptions of school with respect to feeling safe and connected. As a result of these identified needs, WESD will implement the following services and programs:

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The existing music program, marching band for grades 4 - 8, is expanding in 2017/18. The music program will now be provided all day, including classroom visits in the primary grades, as music (especially in the form of songs and chants) is an effective tool in increasing English Language Development.

The District will provide the behavior, academic awards and attendance incentives that in the past three years were provided by a PBIS grant. These services were implemented specifically to meet the needs demonstrated by our unduplicated students and are effective in meeting those needs. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students positive feelings toward school in general.

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The District will provide the behavior, academic awards and attendance incentives that in the past three years were provided by a PBIS grant. These services were implemented specifically to meet the needs demonstrated by our unduplicated students and are effective in meeting those needs. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students positive feelings toward school in general.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$15,715.00	\$15,715.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$9,333.00	\$30,976.00	\$31,395.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3,585.00	\$5,182.00	\$5,266.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$17,000.00	\$17,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures training	5000-5999: Services And Other Operating Expenditures

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data on the Equity Report reveals our performance on the Suspension Rate Indicator is "Green", which is good and means our suspension rate is low for the "all student" group. Looking further into the data, the Status and Change Report on the Dashboard reveals our low-income students' and Hispanic students' performance is also in the Green category, however the English Learners (EL) group is in the Orange category, demonstrating English Learners are suspended at a much higher rate than other students. Given this revelation, WESD will continue to or begin to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students:  
Behavior awards programs  
Attendance incentives  
Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies

2018-19 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data on the Equity Report reveals our performance on the Suspension Rate Indicator is "Blue", for all student groups and sub-groups. Given this revelation, WESD will continue to or begin to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students:  
Behavior awards programs  
Attendance incentives  
Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies  
These services will be principally directed toward the unduplicated students, particularly English Learner students, and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents. As a result of implementing these systems, we anticipate closing of the suspension gap that exists for EL students as well as

2019-20 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. In the fall of 2018, we will initiate a district provided after school tutoring program. Students who do not meet standard on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade level teachers and based on analysis of the SBAC performance data. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students. Given this revelation, WESD will continue to or begin to implement the following

These services will be principally directed toward the unduplicated students, particularly English Learner students, and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents. As a result of implementing these systems, we anticipate closing of the suspension gap that exists for EL students as well as improved measures on the student School Climate survey. Additionally, we believe the fewer suspensions our EL students experience, the more time they have to be in class learning which should have a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.

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Behavior awards programs  
Attendance incentives  
Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies  
These services will be principally directed toward the unduplicated students, particularly English Learner students, and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents. As a result of implementing these systems, we anticipate closing of the suspension gap that exists for EL students as well as improved measures on the student School Climate survey. Additionally, we believe the fewer suspensions our EL students experience, the more time they have to be in class learning which should have a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,000.00	\$2,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$7,000.00	\$7,000.00	\$7,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 5

To increase parent involvement in school decision making, and the education of their children

### 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)

Local Priorities:

### Identified Need:

Parents are an integral part of district/school decision making, in form of School Site Council, DELAC, DAC.

Parents are an integral part of their children's education. Many of the parents in our district do not speak English, nor have they completed a secondary education. Therefore, they feel unequipped to help their children academically.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation rate in informational and educational programs provided by the District.	50% of parents invited participate in one parent training or informational meeting this year.	Increase parent involvement participation rate by 20%.	Increase parent involvement participation rate by 20%.	Maintain rate of 90% parent involvement rate.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

[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)

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Low Income

Schoolwide

All Schools

### Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the Orange status for all students, SED

2018-19 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English

2019-20 Actions/Services

Given the goal of having all indicators and all groups of students performing in the "Green" areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English

students, and Hispanic students and Red for English Learners. Additionally, the Math performance for all students is lower in the Orange category with EL's being Red, and SED and Hispanic students in the Orange category for performance. Regardless of our high parent participation rate in school activities, these data illustrate the need for academic improvement that is principally directed toward the unduplicated population. Research demonstrates the positive correlation with respect to the more involved parents are in their child's education, the better the child's performance in school. Although our parents are involved, there is always more that can be done to increase their participation and engagement in the process. In response to this need. WESD will maintain and/or increase supports provided to facilitate parent engagement in school and their child's education that are principally directed toward the unduplicated students and, as mentioned above, effective in meeting these identified needs. Those actions are:

- Purchase Instructional programs for parents
- Purchase instructional/informational materials for parents
- Provide language instruction for parents in English.
- Provide translation for parents at all school activities and meetings.

Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. Regardless of our high parent participation rate in school activities, these data illustrate the need for academic improvement that is principally directed toward the unduplicated population. Research demonstrates the positive correlation with respect to the more involved parents are in their child's education, the better the child's performance in school. Although our parents are involved, there is always more that can be done to increase their participation and engagement in the process. In response to this need. WESD will maintain and/or increase supports provided to facilitate parent engagement in school and their child's education that are principally directed toward the unduplicated students and, as mentioned above, effective in meeting these identified needs. Those actions are:

- Purchase Instructional programs for parents
- Purchase instructional/informational materials for parents
- Provide language instruction for parents in English. A second cohort added in 2018/19.
- Provide translation for parents at all school activities and meetings.

Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL's and Hispanics being Red, and Socioeconomically disadvantaged students in the Orange category. Regardless of our high parent participation rate in school activities, these data illustrate the need for academic improvement that is principally directed toward the unduplicated population. Research demonstrates the positive correlation with respect to the more involved parents are in their child's education, the better the child's performance in school. Although our parents are involved, there is always more that can be done to increase their participation and engagement in the process. In response to this need. WESD will maintain and/or increase supports provided to facilitate parent engagement in school and their child's education that are principally directed toward the unduplicated students and, as mentioned above, effective in meeting these identified needs. Those actions are:

- Purchase Instructional programs for parents
- Purchase instructional/informational materials for parents
- Provide language instruction for parents in English. A second cohort added in 2018/19.
- Provide language instruction for parents in English.

Provide day care for parents attending instructional/informational activities and meetings.

As a result of continuing or increasing these improved activities to engage parents, we anticipate experiencing even higher levels of parent engagement in school activities that will have a positive effect on student learning and the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups.

Provide day care for parents attending instructional/informational activities and meetings.

As a result of continuing or increasing these improved activities to engage parents, we anticipate experiencing even higher levels of parent engagement in school activities that will have a positive effect on student learning and the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups.

Provide translation for parents at all school activities and meetings.  
Provide day care for parents attending instructional/informational activities and meetings.

As a result of continuing or increasing these improved activities to engage parents, we anticipate experiencing even higher levels of parent engagement in school activities that will have a positive effect on student learning and the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000.00	\$7,000.00	\$7,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000.00	\$2,500.00	\$2,530.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$122.00	\$167.00	\$170.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$630,171.00

Percentage to Increase or Improve Services

39.08%

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 Local Control Funding Formula Calculation tool provided by the state, Westside Elementary School District has calculated that it will receive \$630,171.00 in Supplemental and Concentration funding under the LCFF. In addition, using the same calculation tool, the proportionality percentage has been calculated at 39.08%. These details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

Provide para professionals in all classrooms

Provide Professional development for teachers and classroom tutors

Purchase supplemental instructional materials and technology (Chromebooks, iPads, etc.)

Provide a full day Intervention teacher for ELA/ELD

Provide materials, supplies and technology for English Learners.

Provide and support athletic and music programs for all students.

Provide a music teacher.

Provide after- school tutoring, by classroom teachers, for those students scoring Far Below and Below Standard on the SBAC in both ELA and Math.

Provide academic and behavioral rewards to students in accordance with PBIS Program.

Purchase instructional programs for parents

Purchase instructional informational materials.

Provide language instruction in English for parents.

Provide translation for parents at all school activities and meetings.

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).

Provide day care for parents attending instructional, informational activities and meeting

All of these actions/services are being provided to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Westside Elementary School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Westside Elementary School District. Since our unduplicated student population percentage is 94.98, all of these actions and services are being performed on a school wide or district wide basis in order increase the efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 39.08%. Westside Elementary School District has demonstrated that it has met the 39.08% proportionality percentage by expending \$630,171 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, actions and services section. Will be providing after school tutoring for students who are scoring below standards in Math and English Language Arts.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$616,502.00

Percentage to Increase or Improve Services

39.37%

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 Local Control Funding Formula Calculation tool provided by the state, Westside Elementary School District has calculated that it will receive \$617,502.00 in Supplemental and Concentration funding under the LCFF. In addition, using the same calculation tool, the proportionality percentage has been calculated at 39.37%. These details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

Provide para professionals in all classrooms

Provide Professional development for teachers and classroom tutors

Purchase supplemental instructional materials and technology (Chromebooks, iPads, etc.)

Provide a full day Intervention teacher for ELA/ELD

Provide and support athletic and music programs for all students.

Provide a music teacher.

Provide academic and behavioral rewards to students in accordance with PBIS Program.

Purchase instructional programs for parents

Purchase instructional informational materials.

Provide language instruction in English for parents.

Provide translation for parents at all school activities and meetings.

Provide day care for parents attending instructional, informational activities and meeting

All of these actions/services are being provided to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Westside Elementary School District be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Westside Elementary School District. Since our unduplicated student population count is 99.9%, all of these actions and services are being performed on a school wide or district wide basis in order increase the efficiency of delivery and effectiveness of these actions and services.

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

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

In addition, using the same calculation tool, the proportionality percentage has been calculated at 39.37%. Westside Elementary School District has demonstrated that it has met the 39.37% proportionality percentage by expending \$617,502 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, actions and 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](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

## **Budget Summary**

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

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

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

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

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,354,635.00	2,354,635.00	2,354,635.00	2,615,347.00	7,038,654.00	12,008,636.00
Base	1,737,014.00	1,737,014.00	1,737,014.00	1,985,176.00	6,340,691.00	10,062,881.00
Supplemental and Concentration	617,621.00	617,621.00	617,621.00	630,171.00	697,963.00	1,945,755.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,354,635.00	2,354,635.00	2,354,635.00	2,615,347.00	7,038,654.00	12,008,636.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	546,679.00	546,679.00
1000-1999: Certificated Personnel Salaries	602,627.00	602,627.00	602,627.00	651,997.00	118,157.00	1,372,781.00
2000-2999: Classified Personnel Salaries	340,641.00	340,641.00	340,641.00	383,398.00	391,046.00	1,115,085.00
3000-3999: Employee Benefits	427,030.00	427,030.00	427,030.00	529,493.00	540,063.00	1,496,586.00
4000-4999: Books And Supplies	338,247.00	338,247.00	338,247.00	332,321.00	352,710.00	1,023,278.00
5000-5999: Services And Other Operating Expenditures	634,090.00	634,090.00	634,090.00	678,138.00	5,049,999.00	6,362,227.00
6000-6999: Capital Outlay	12,000.00	12,000.00	12,000.00	40,000.00	40,000.00	92,000.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	2,354,635.00	2,354,635.00	2,354,635.00	2,615,347.00	7,038,654.00	12,008,636.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	546,679.00	546,679.00
1000-1999: Certificated Personnel Salaries	Base	508,037.00	508,037.00	508,037.00	535,960.00	0.00	1,043,997.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	94,590.00	94,590.00	94,590.00	116,037.00	118,157.00	328,784.00
2000-2999: Classified Personnel Salaries	Base	274,071.00	274,071.00	274,071.00	314,842.00	321,139.00	910,052.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	66,570.00	66,570.00	66,570.00	68,556.00	69,907.00	205,033.00
3000-3999: Employee Benefits	Base	342,121.00	342,121.00	342,121.00	424,932.00	433,431.00	1,200,484.00
3000-3999: Employee Benefits	Supplemental and Concentration	84,909.00	84,909.00	84,909.00	104,561.00	106,632.00	296,102.00
4000-4999: Books And Supplies	Base	183,247.00	183,247.00	183,247.00	187,995.00	187,995.00	559,237.00
4000-4999: Books And Supplies	Supplemental and Concentration	155,000.00	155,000.00	155,000.00	144,326.00	164,715.00	464,041.00
5000-5999: Services And Other Operating Expenditures	Base	417,538.00	417,538.00	417,538.00	481,447.00	4,811,447.00	5,710,432.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	216,552.00	216,552.00	216,552.00	196,691.00	238,552.00	651,795.00
6000-6999: Capital Outlay	Base	12,000.00	12,000.00	12,000.00	40,000.00	40,000.00	92,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,737,014.00	1,737,014.00	1,737,014.00	1,985,176.00	6,340,691.00	10,062,881.00
<b>Goal 2</b>	521,849.00	521,849.00	521,849.00	473,882.00	538,223.00	1,533,954.00
<b>Goal 3</b>	59,732.00	59,732.00	59,732.00	68,749.00	71,664.00	200,145.00
<b>Goal 4</b>	31,918.00	31,918.00	31,918.00	77,873.00	78,376.00	188,167.00
<b>Goal 5</b>	4,122.00	4,122.00	4,122.00	9,667.00	9,700.00	23,489.00

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