

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Earlimart Elementary School District

Contact Name and Title Philip Nystrom
Superintendent

Email and Phone pnystrom@earlimart.org
(661) 849-4142

2017-20 Plan Summary

THE STORY

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

With a strong focus on creating engaging, language-rich learning environments, blended with engaging reading instruction and systematic data analysis, the Earlimart Elementary School District is committed to Creating Outstanding Readers in Earlimart (C.O.R.E.)

Earlimart School District is located in Earlimart, California. It is a small, rural unincorporated town located in southern Tulare County, which lies in the southern portion of California's great San Joaquin Valley. It is the most productive agricultural county in the world's most productive region. The Earlimart School District values its close knit community, and **through strong community partnerships and a commitment to quality parent engagement**, Earlimart School District will use all available resources to not only positively impact student achievement, but the community as well.

Earlimart School District has four schools with a total of approximately 1,800 preschool through 8th grade students. The district serves students at one of four school sites: Earlimart Elementary School (preschool and grades TK-5), Alila (grades TK-5), and Earlimart Middle School (grades 6-8) and the Earlimart Community Day School (grades 4-8). The district is governed by a 5-member Board of Education and employs approximately **100 certificated and 115 classified employees**.

The demographic make-up of the district reflects that of the community with 97% of the students Hispanic, 2% Filipino, 1% White, with other ethnicities including Asian, Pacific Islander, African American making up less than 1% combined. 79% of the students are English Learners and 3% qualify for Special Education services. The district has been in Program Improvement Year 3 since 2004-2005 school year. The three schools, Earlimart Elementary, Alila Intermediate and Earlimart Middle School are all in Program Improvement Year 5. These schools are under the guidance of Alternative Governance Councils.

Professional development is an important part of our continual improvement process in the Earlimart School District and the staff attends learning opportunities provided. Our staff continues to be trained on the best instructional and engagement strategies through conferences as well as on-site support from our Tulare County Office of Education ELA/ELD department. Teachers in Earlimart continue to receive training on the California Common Core State Standards (CCSS). In addition to this, many teachers have received in depth training, including but not limited to, ELA/ELD Framework training through TCOE, in-house training on the ELA/ELD Framework (K-5), Professional Learning Communities (PLCs), AVID, Project Read Training (K-3rd), KAGAN Training, in-house guided reading for teachers and instructional assistants, P.B.I.S. training, Illuminate training for our data housing system, as well as in-house technology

training. We have seen evidence of the use of these trainings during Alternative Governance Council (AGC) visits at all school sites. District academic content coaches are available to assist implementation of new learning, model and co-teach lessons, and provide personalized support when requested.

Parents of our Earlimart community are engaged in their student's education in a variety of ways. The district has three Parent Liaisons, a Family Service Worker, and Parent Centers located at each campus. In addition to these, the district also holds monthly Superintendent Parent meetings, Monthly Board Award nights, Annual District Literacy Fair, and English classes for parents. Each school site hosts many parent engagement activities that include Back to School Night, Open House, Math Night, Proficiency Celebrations for both CASSPP and CELDT, Donuts for Dads, Muffins for Mom, walking clubs, family nights, PIQE, computer classes, Latino Family Literacy Project, School 101 (in-house developed education classes for parents), School Site Council and ELAC.

All students receive core standards-based curriculum instruction from their classroom teachers. The district is currently using curriculum adopted under the latest 1997 standards adoption but has infused online Common Core State Standards materials and created units with these materials. Auxiliary services provided to students who need and qualify for these services include the following: in class interventions, specialized programs for reading intervention, instructional aids in classrooms to provide additional support, after school tutoring, summer school, migrant tutoring, resource specialists, and speech services. One hundred percent of the students are eligible for free and reduced-priced lunch under the National School Lunch Provision 2 Non-pricing Program and approximately 97% of the students within the district qualified for the supplemental grant under LCFF.



Creating

Outstanding

Readers in

Earlimart

LCAP HIGHLIGHTS

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

Goal 1: Raise the Achievement for All!

1. Read 180 labs in all three schools; Elementary, Alila, and Middle School
2. Increase in Instructional Assistants at all sites, 9 positions at each elementary site and 7 positions at the middle school
3. Continued upgrade of technology; 1 to 1 device to student district, technology department to support student and staff technology issues
4. Educational opportunities for all students outside of the classroom walls via field trips
5. Visual and performing arts opportunities: Performing arts plays at the elementary sites, family paint nights, family arts and crafts nights

Goal 2: Safe Learning Environment

1. Continued increase of security with entry limited through gates and locked doors
2. Cameras in all district sites
3. Alarms to ensure safety
4. Cisco-911 phone system installed to ensure connection of staff to emergency responders

Goal 3: Positive school climate where students are engaged and in attendance

1. Summer school for over 300 students (4 weeks of extra language/literacy instruction)
2. Kinder Camp for incoming kindergarten students held one week before school (40 students in attendance)
3. One district nurse and three health clerk, one at every site
4. Counselors at each elementary school site to support the whole child
5. After-school programs for students

Goal 4: Parents and Community to become partners in education

1. Parent liaisons at every site
2. Multiple parenting classes offered at each site
3. English classes available to parents
4. Professional translation provided for Spanish-speaking parents

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.

Based on a review of the California School Dashboard, Earlimart School District is proud of the English Language Arts grades 3-8 CAASPP assessment scores, where our students had a 12.4 point increase in performance. This is even more significant when you look at our English Learners, who had an increase in 14.5 points from the previous year. If you compare this to other districts from Tulare down to McFarland, the increase in English Learners ELA CAASPP scores surpasses that of any other district.

This is a result of the strong district focus on literacy. For early literacy, teachers are systematically using Project Read, to build reading foundational skills in students grades Kindergarten - 3rd grade. In upper grades, teachers use guided reading to personalize reading instruction for students. In the middle school, Read 180 classes and targeted interventions have helped students increase academically.

The district plans to build upon these success by continuing to refine pacing guides for Project Read to accelerate units and learning, diving deeper into analyzing running records to determine appropriate next steps in students guided reading lessons though targeted professional development and onsite coaching with county content experts, and continuing to refine Read 180 and intervention classes to provide appropriate intensive support and enrichment activities,

Stakeholder input was also gathered and these actions were shared as the most important:

GREATEST PROGRESS

- * Technology: one to one device per student
- * Use of data to determine next steps in instruction
- * Professional Learning Communities for teachers to collaborate
- * Strong and focused District mission and vision
- * Student suspension-Status LOW at 1.5%
- * Read 180-Intervention classes to accelerate student reading levels
- * Parent Engagement-more than 8,000 community members attended district functions
- * CAASPP Data strong in regards to ELL progress and growth



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?

DISTRICT OVERALL MATH and ELA PERFORMANCE CAASPP was ORANGE:

Overall Performance for our ELA Assessment Scores are as follows: all students (1,192) performing at the "very low" status level, with an increase of 12.4 points.
Our English learners ELA Assessment Scores (984) scored "very low" status , but increased 14.5 points.

Overall Performance for our Math Assessment Scores are as follows: all students (1,190) performing at the "very low" status level, with an increase of 6.2 points.
Our English learners Math Assessment Scores (982) scored "very low" status, but increased 6.8 points.

In both cases, our English learners increased more than our district average on CAASPP both English Language Arts and Mathematics.

Earlimart recognizes the need to continue its focus on literacy, and we will address these issues through an expansion of the CORE (Creating Outstanding Readers in Earlimart) campaign by layering in a strong writing component.

With the assistance of three content experts from Tulare County Office of Education, Earlimart School district will implement Writers Workshop in all grades, Kindergarten through 8th grade.

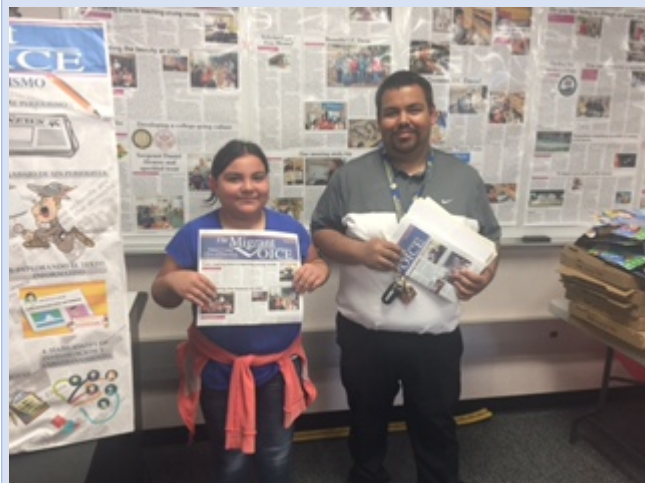
In addition, math will be addressed through the new reorganization of district math coaches. There will now be one math coach assigned to each school site so they can work closely with administration and teachers to best provide support, resources, lesson modeling and planning, and feedback. New Math curriculum is also being piloted in 2017-18.

GREATEST NEEDS

The area of greatest need for the Earlimart School District is our English Learner Progress, where our district's all student performance was in the red level; our status was very low at 57.3%, and declined 7.7%.
Note that this data is from the 2013-14 to 2014-15 school year.

The Earlimart School District is planning to take these actions to address this area of need:

1. Professional Development for teachers on ELD standards
2. TCOE ELA/ELD support from Consultants-each site to have on-site support one day a week for 40 weeks
3. Designated ELD Lesson plan development with guidance from TCOE consultant
4. Integrated ELD support from TCOE consultant
5. Implementing Writers Workshop into daily schedule with integrated ELD built into lessons
6. After school enrichment programs focused on academic vocabulary development
7. Family Latino Literacy Project to capitalize on home cultures
8. PIQE in elementary schools to teach parents how best to help their children succeed and attend college
9. Ellevation software to best track ELL student progress, monitor reclassification of students, and progress monitor students who have been reclassified



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?

After reviewing our student performance data from the California School Dashboard, we found no performance gaps in any subgroup.

For our suspension rates, all students performed at the same performance level of green, with the exception of Students with Disabilities, which were at yellow level (not two levels below the "all student" performance.)

For our English Language Arts Assessment Report, all student subgroups performed at the orange level.

For our Math Assessment Report, all student subgroups performed at the orange level.

PERFORMANCE GAPS



INCREASED OR IMPROVED SERVICES

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

Recognizing the need to improve services for low income students, English learners, and foster youth, the district will do the following:

1. An expansion of the CORE (Creating Outstanding Readers in Earlimart) campaign by layering in a strong writing component. With the assistance of three content experts from Tulare County Office of Education, Earlimart School district will implement Writers Workshop in all grades, Kindergarten through 8th grade.
2. Earlimart School District will hire three TCOE ELA/ELD content areas coaches to provide site level coaching for 40 weeks to assist in the implementation of Writers Workshop, as well as focused support for ELD lesson planning, both integrated and designated.
3. PIQE classes for our SES, ELL, and foster parents will be offered at both elementary school sites, so that parents will be empowered with knowledge about the school system and how to be partners in their children's education.



BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$26,348,268

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,646,074.00

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.

General Fund Budget Expenses for Earlimart School District included:

Teacher salaries

Administrator salaries



\$19,314,062

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

#1-Create conditions for learning and significantly raise the achievement of all students, including English Language Learners, so that they can demonstrate proficiency in literacy and language skills, as well as math skills, and have multiple options for college and careers.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES







EXPECTED

After implementation of actions and services for Goal 1, Earlimart School District expects to see improvement in the following areas of student academic achievement and state standards:

- CAASPP: 25% of students in grades 3-8 met or exceeded standards on ELA CAASPP/20% of students in grades 3-8 met or exceeded standards on MATH CAASPP
- CELDT: 2015 district results to show 5.0% of students are advanced, and 25.0% of students are early advanced.
- AMAOs: Earlimart School District will meet their AMAO targets in ELs making annual progress and ELs attaining English Proficiency.
- Guided Reading-Rigby: At end of second trimester, 61% of our students scored reading on grade level in grades 1-5th.
- Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) will increase by 5% for each grade level: 2nd-30%, 3rd-28%. 4th-16%, 5th-6%
- Dibels Data: will increase by 5% at each measure: kinder reading at benchmark (nonsense word fluency) 17%, 1st grade reading at benchmark in oral reading fluency and accuracy-26%, 2nd grade reading at benchmark in oral reading fluency and accuracy-26%
- Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms, and will show 90% of

ACTUAL

After implementation of actions and services for Goal 1, Earlimart School District had the following ACTUAL Annual Measurable Outcomes (AMOs):

-  ELA CAASPP: 22% of students in grades 3-8 met or exceeded standards on ELA
-  Math CAASPP: 15% of students in grades 3-8 met or exceeded standards on MATH
- CELDT: 2016 district results (informal) show  6.0% of students are advanced, and  23% of students are early advanced
-  AMAOs: Title III AMAO Reports are no longer available. Annual progress for ELLs will be monitored through the California Dashboard.
-  Guided Reading-Rigby: Rigby reading data is no longer collected as this was not detailed enough to give our teachers a full picture of our students reading behaviors. We are now collecting DRA Reading Levels:

classrooms demonstrate evidence of academic language in classrooms

District DRA Scores

% of students ON GRADE LEVEL:

| | 1st Tri | 2nd Tri | 3rd Tri |
|--------------|---------|---------|---------|
| Kindergarten | 0% | 62% | 70% |
| 1st Grade | 13% | 49% | 41% |
| 2nd Grade | 18% | 43% | 63% |
| 3rd Grade | 2% | 18% | 30% |
| 4th Grade | 23% | 31% | 42% |
| 5th Grade | 15% | 34% | 32% |

District Avg. 12% 40% 46.3%

The district saw an increase of 34.3% of students ON GRADE LEVEL FROM 1st to 3rd trimester.

- ✔ Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) increased by more than 5% for 4/5 grade levels: 2nd-60%, 3rd-31.2%. 4th-29.7%, 5th-22.7%
- ✘ DIBELS Data: Did not increase in all grade levels by 5% at each measure:
 - END OF SECOND TRIMESTER DATA** Kinder reading at benchmark (nonsense word fluency) 18%,
 - 1st grade reading at benchmark in oral reading fluency and accuracy-23%,
 - 2nd grade reading at benchmark in oral reading fluency and accuracy-20%
- ✔ After over 1,000 walkthroughs from district office administration alone, plus additional coach and site principal walkthroughs, the Alternative Governance Council found that 100% of classrooms use academic language in classroom through sentence frames and structured collaborative discussions.



ACTIONS / SERVICES

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

| | | |
|------------------|--|--|
| Action | 1 | |
| Actions/Services | <p>PLANNED #1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.</p> | <p>ACTUAL Staff members received the following training: TCOE, CASC, KAGAN Strategies, Project Read, Daily 5, PLCs, Guided Reading, ELD lesson planing, ELA/ELD Framework,</p> |
| Expenditures | <p>BUDGETED Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,500</p> | <p>ESTIMATED ACTUAL Costs were limited to entrance fees for professional development. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2020</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED #2- Purchase materials to improve the implementation of the Common Core State Standards, increase the implementation of ELA/Literacy and the CA ELD interrelated standards, as explained in the ELA/ELD Framework, and ensure academic achievement in all core areas.</p> | <p>ACTUAL Materials and supplies were purchased to further implementation of the Common Core State Standards. Examples of materials were:</p> <ul style="list-style-type: none"> • Classroom libraries • Copies of materials for student practice • Manipulatives • Realia • Centers for independent practice • Books for school library |
| Expenditures | <p>BUDGETED Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$143,133 Supplemental and Concentration</p> | <p>ESTIMATED ACTUAL Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$82,000</p> |

Action **3**

Actions/Services

PLANNED
 #3-Institute Response to Intervention (RTI) at each school site that appropriately addresses Tier 1 (first teaching for all students), Tier 2 (those students needing extra support to reach grade level), and Tier 3 (those students needing intense intervention to accelerate students' progress). Examples of Tier 1 are quality first instruction, such as instruction on reading foundational skills, and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists brought in to lower the adult to student ratio.

ACTUAL
 Tier 1 has been the main focus for Earlimart School District. The focus is on quality first instruction through:

- Reading foundational skills
- Teaching students reading to learn skills (Core Units)
- Guided Reading
- ELD Designated Lessons
- Integrated ELD throughout the day
- Math
- Science
- Social Studies
- Physical Education

Expenditures

BUDGETED
 Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250,497
 Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$481,004
 Start up costs for Read 180 to service elementary students 4000-4999: Books And Supplies Supplemental and Concentration \$180,000

ESTIMATED ACTUAL
 Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$234,931
 Salary and Benefits for classified support staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$336,000
 Start up costs for Read 180 to service elementary students 4000-4999: Books And Supplies Supplemental and Concentration \$176,000

Action **4**

Actions/Services

PLANNED
 #4- Fund certificated staff members to reduce class sizes. This allows for more support in the classrooms, and as a result, will increase student academic achievement. The district will recruit and retain highly qualified staff and will appropriately assign them.

ACTUAL
 Certificated staff members hired to support small class sizes

Expenditures

BUDGETED

ESTIMATED ACTUAL

Salary & Benefits for Five classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$531,701

Salary and benefits for FIVE classroom teachers to reduce class size 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$435,776

Action **5**

Actions/Services
PLANNED
 #5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.

ACTUAL
 Funded two physical education teachers to support the K-5 educational program.

Expenditures
BUDGETED
 Salary and Benefits for two PE Teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$171,902

ESTIMATED ACTUAL
 Salary and benefits for two physical education teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$137,651

Action **6**

Actions/Services
PLANNED
 #6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.

ACTUAL
 Technology and replacement technology purchased to support the continued increase use of technology in classrooms to give equal access to all students. District level technology support team funded to support integration of technology into classrooms.

Expenditures
BUDGETED
 Purchase Appropriate Technology 4000-4999: Books And Supplies Supplemental and Concentration \$365,000
 Salary and Benefits for 3 tech support people 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$260,094

ESTIMATED ACTUAL
 Purchase appropriate technology 4000-4999: Books And Supplies Supplemental and Concentration \$320,000
 Salary and benefits for 3 technology support personnel 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,658

Action **7**

Actions/Services
PLANNED
 #7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through the assistance of two certificated positions, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.

ACTUAL
 Funded ONE English Learner Curriculum Support Providers (ELCSP) to provide increased support and access for English Language Learners.

| | | |
|--------------|--|---|
| Expenditures | <p>BUDGETED Salary and Benefits for 2 ELCSPs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,714</p> | <p>ESTIMATED ACTUAL Salary and Benefits for ELCSP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$109,229</p> |
|--------------|--|---|

Action **8**

| | | |
|------------------|--|---|
| Actions/Services | <p>PLANNED #8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.</p> | <p>ACTUAL Funded two assessment/instructional aides to assist with instructional strategies for ELA and ELD, and assist with assessing student in their progress.</p> |
|------------------|--|---|

| | | |
|--------------|--|--|
| Expenditures | <p>BUDGETED Salary and benefits for the Assessment Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$99,936</p> | <p>ESTIMATED ACTUAL Salary and benefits for the assessment aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$96,221</p> |
|--------------|--|--|

Action **9**

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED #9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.</p> | <p>ACTUAL Provided multiple educational opportunities for students to extend their learning outside of the classroom walls. Some activities included:</p> <ul style="list-style-type: none"> • Science museum • Plays • Zoo trips • Colleges |
|------------------|---|--|

| | | |
|--------------|---|--|
| Expenditures | <p>BUDGETED Provide transportation to and entrance fee for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration \$45,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000</p> | <p>ESTIMATED ACTUAL Provided supplies for, transportation to, and entrance fees for educational field trips 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>Provided supplies for, transportation to, and entrance fees for educational field trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$49,587</p> |
|--------------|---|--|

Action **10**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED #10- Provide two full time Special Education Aides to provide additional support for unduplicated students to increase their</p> | <p>ACTUAL Two classroom specialized instructional assistants provided additional support for students through specialized support and integration into all core content classrooms.</p> |
|------------------|---|---|

academic achievement though specialized support and integration into general education.

Expenditures

BUDGETED
Salary and benefits for two special education instructional aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$92,905

ESTIMATED ACTUAL
Salary and benefits for two specialized instructional assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$96,796

Action **11**

Actions/Services

PLANNED
#11- Fund an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art.

ACTUAL
Funded an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art.

Expenditures

BUDGETED
Salary and Benefits for 1 Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666

ESTIMATED ACTUAL
Salary and Benefits for one Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,189

Action **12**

Actions/Services

PLANNED
#12- Fund music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music

ACTUAL
Funded music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music

Expenditures

BUDGETED
Salary and Benefits for 1 Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,666

ESTIMATED ACTUAL
Salary and Benefits for one Music Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,189

Action **13**

Actions/Services

PLANNED
#13- Fund a Visual and Performing Arts (V.A.P.A) after school program in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School

ACTUAL
Funded Visual and Performing Arts (V.A.P.A) after school CLASSES in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School
Classes included:

- Performing Arts (Drama)
- Art (Painting class)
- Crafts

Expenditures

BUDGETED
Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000

ESTIMATED ACTUAL
Funded Visual and Performing Arts after school classes 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,158

Materials and supplies for VAPA after school classes 4000-4999: Books And Supplies Supplemental and Concentration \$10,000

Action **14**

| | | |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED #14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics</p> | <p>ACTUAL Funded a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics</p> |
| <p>Expenditures</p> | <p>BUDGETED No Expenditures Year 2 (Position funded through Title 1 instead) 0</p> | <p>ESTIMATED ACTUAL Salary and Benefits for math content expert 1000-1999: Certificated Personnel Salaries Title I 0</p> |

Action **15**

| | | |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED #15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for current, new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, Visual and Performing Arts before and after school classes.</p> | <p>ACTUAL Provided startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for current, new, and additional courses to help ensure that students have access to a broad course of study.</p> |
| <p>Expenditures</p> | <p>BUDGETED Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> | <p>ESTIMATED ACTUAL Purchase materials and supplies to support new and additional classes 4000-4999: Books And Supplies Supplemental and Concentration \$19,799</p> |

Action **16**

| | | |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED #16- Provide supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p> | <p>ACTUAL Provided supplemental and support materials to improve struggling and intensive needs students to increase student academic achievement throughout the district</p> |
| <p>Expenditures</p> | <p>BUDGETED Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> | <p>ESTIMATED ACTUAL Purchase supplemental materials to support learning 4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p> |

Action **17**

| | | |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p>PLANNED #17- Fund a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p> | <p>ACTUAL Funded a portion of the increased cost of Health Insurance and a portion of the Salary increase for Certificated Staff at the School Site in order to retain and recruit Highly Qualified Teachers.</p> |
|-------------------------|--|--|

| | | |
|------------------|--|---|
| Expenditures | <p>BUDGETED A portion of the Health Insurance and Salary Increase 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p> | <p>ESTIMATED ACTUAL A portion of the Health Insurance and Salary Increase was paid 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$120,000</p> |
| Action | <h1>18</h1> | |
| Actions/Services | <p>PLANNED #18- Create and implement district formative and summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.</p> | <p>ACTUAL Created and implemented district formative and summative assessments to measure student progress towards mastery of all academic content standards and house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.</p> |
| Expenditures | <p>BUDGETED Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p> | <p>ESTIMATED ACTUAL Creation and housing of District Summative Assessments 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,500</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 overall implementation of the goal's actions and services towards achievement of the goals was high, with most actions being completed within this school year. The main challenges were that not all of the estimated expenditures were used, as the budgeted amounts were high. The successes during the implementation process were that new Instructional Assistants were hired to be extra support in classrooms. Also, we added Read 180 classrooms at each of the elementary school sites to support struggling readers.

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

The overall effectiveness of the LCAP plan is that many new processes and systems are in place as a result of the written actions. The addition of instructional aides provides improved services and support for our students needing additional help. Read 180 classes at the elementary provides intervention for reading, and improves reading outcomes for our low SES and ELL students who need this intensive support. On the California Dashboard, our students performance on the ELA CAASPP shows that our students scored very low on status, but increased 12.4 points from the previous year. Also, our English language learners increased 14.5 points, which is a larger increase than the All Student group. A key data point to show effectiveness of Goal 1 are the current Developmental Reading Assessment (DRA) scores.

The district average of students reading ON GRADE LEVEL went from 12% in trimester 1, to 40% in trimester 2, and finally 46.3% by the end of trimester 3. This is an increase of 34.4% from 1st trimester to 3rd trimester in the 2016-17 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Each action was completed or is continuing for the 2017-18 school year. The material differences are due to high estimated initial budgeted costs...many goods, services, contracts came in significantly under budget.

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.

As a result of our data, we have made the following changes to the 2017-18 LCAP:

Action 16 and Action 17 were DELETED in 2017-18 LCAP.

Action 16 pertained to special education funding, and is now being funded by the Earlimart district general fund.

Action 17 pertained to a salary and health care increase. This action was no longer needed as a separate action. The funds designated in this action have been transferred to Action 4 to lower class sizes for our unduplicated student populations.

The following Actions had minor modifications for 2017-18:

Action 1: Professional development money not needed in 2017-18 due to availability of a PD grant for the same year.

Action 2: Materials included in this action are supplemental to the core materials the district provides out of the general fund.

Action 3: Change Action 3 now states Multi-Tiered system of support to address the needs of ALL students

Action 4: These funds reduce class sized and helps the district in retaining high quality teachers.

Action 15: Increase funds in Action 15 to allow purchase of STEAM (Science, Technology, Engineering, Arts, Math) materials as needed (broad course of study)

Action 16: Inclusion of professional learning communities as a part of the data analysis piece.

These changes reflect the continued need for students to be exposed to a broad course of study, including the sciences.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

#2- As a result from stakeholder input, the district will create a learning environment both inside and outside the classroom that are both appealing and safe as these conditions will lead to increased student participation and increased academic achievement.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

After stakeholder input and a review of associated metrics in the areas of pupil engagement, Earlimart School district has identified attendance and chronic absenteeism rates as areas of need (District-wide):

- * Attendance: 97%
- * Chronic Absenteeism Rate: 7.3%
- * Middle School Drop Out Rate: 0%
- * 33% of schools will have shade structures above equipment
- * 96% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)-Maintain 100% compliance
- * 100% of schools in "good" or "exemplary" repair- Maintain 100% compliance
- * 100% of students will have access to a broad course of study (art, PE, and music)--maintain school and district schedules to verify

ACTUAL

After implementation of actions and services for Goal 2, Earlimart School District had the following ACTUAL Annual Measurable Outcomes (AMOs):

- * Attendance: 97%
- * Chronic Absenteeism Rate: 6.9%
- * Middle School Drop Out Rate: 0%
- * 100% of schools have shade structures ordered to be installed during summer
- * 96% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)-Maintain 100% compliance
- * 100% of schools in "good" or "exemplary" repair- Maintain 100% compliance
- * 100% of students will have access to a broad course of study (art, PE, and music)--maintain school and district schedules to verify

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**

| | | |
|-------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED #1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time</p> | <p>ACTUAL #1- Increased the availability of PE equipment with the purchase of: 1. Outdoor sound equipment 2. Relay equipment 3. Extra playground equipment</p> |
| <p>Expenditures</p> | <p>BUDGETED Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration \$33,000</p> | <p>ESTIMATED ACTUAL Purchase playground and PE Equipment and materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p> |

Action **2**

| | | |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p>PLANNED #2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance</p> | <p>ACTUAL #2- Items to increase curb appeal and safety include: 1. Plants/shrubs 2. Cones 3. Signs</p> |
| <p>Expenditures</p> | <p>BUDGETED Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration \$17,000</p> | <p>ESTIMATED ACTUAL Purchase additional safety equipment and greenery for the campuses 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> |

Action **3**

| | | |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p>PLANNED #3- Provide security at the school campuses through guards, facilities upgrades, and cameras in order to ensure staff, student, and community safety on campus</p> | <p>ACTUAL #3- Provided security at the school campuses through: 1. Security guards 2. Facilities upgrades (Fences) 3. Cameras in order to ensure staff, student, and community safety on campus</p> |
| <p>Expenditures</p> | <p>BUDGETED Cost of the cameras, facility upgrades 4000-4999: Books And Supplies Supplemental and Concentration \$75,000 Contact for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> | <p>ESTIMATED ACTUAL Cost of the cameras, facility upgrades 4000-4999: Books And Supplies Supplemental and Concentration \$20,000 Contact for Security 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$17,000</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 implementation and successes of the goals actions/services towards achievement of the goal are:
Increased security through camera installation and alarm system upgrade
Facilities upgrades to ensure William's compliance and clean and safe learning environments
Safety gates around Kindergarten area
Upgrade in fences around school entrance area (food services)

The challenges during the implementation process were that some project were large scale and need longer than one year to complete. Shade structures must be DSA approved and installed, which has delayed timeline.

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

The plan was effective in that our schools continued to be compliant during William's inspection. Our attendance rate remains the same at 97%, which is very positive. Our chronic absenteeism rate dropped to 6.9%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual expenditures in for this Goal were actually much lower than budgeted. Each action is completed, or in the process of completion. However, due to the nature of the project, some actions will need more time to complete, due to Division of the State Architect (DSA) requirements.

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 make changes to Action 3 for the 2017-18 school year. The change will include additional funding to allow for additional cameras to be added to school campuses. It also clearly explains the need for additional security due to the high number of after school meetings, classes, and community events provided for our unduplicated pupil population.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

#3- As a result of input from stakeholders, Earlimart School District will ensure that students are engaged and in attendance, that our district and school climates are positive so that students feel safe at school, and as a result, students will complete 8th grade prepared to be successful in high school, and graduate college or career ready.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES






EXPECTED

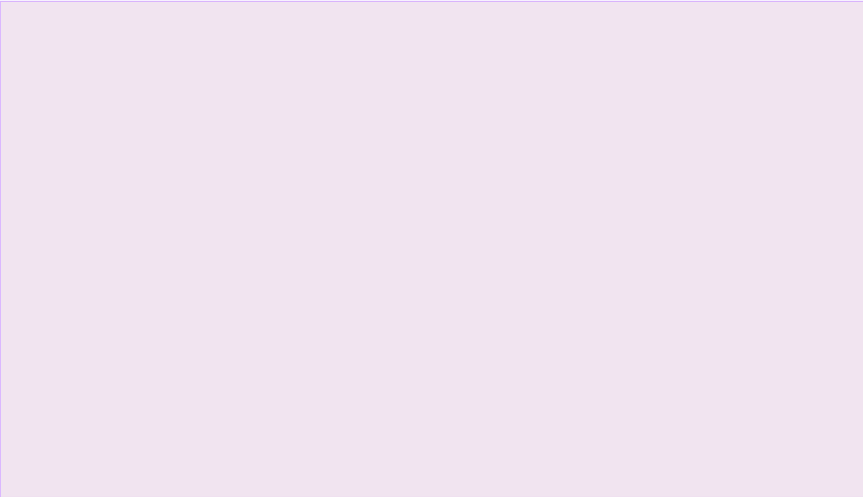
After implementation of actions and services for Goal 3, Earlimart School District expect to see improvement in the associated student engagement metrics:

- * School Attendance Rate: 97%-Increase 1%
- * Chronic Absenteeism Rate: 7.3%-Decrease 1%
- * Middle School Drop Out Rate: 0%-to remain the same
- * Earlimart School District: 71 days of suspensions for the 2016-17 school year-Decrease by 5%
- * Earlimart School District: 0 expulsions for the 2016-17 school year-to remain the same

ACTUAL

After implementation of actions and services for Goal 3, Earlimart School District had the following ACTUAL Annual Measurable Outcomes (AMOs):

-  School Attendance rate: 97%
-  * Chronic Absenteeism Rate: 6.9%
-  Middle School Drop Out Rate: 0%
-  Earlimart School District: 108 days of suspensions for the 2016-17 school year-did NOT decrease by 5%
-  Earlimart School District: 6 expulsions for the 2016-17 school year- did NOT remain the same at 0



ACTIONS / SERVICES

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

| | | |
|------------------|---|---|
| Action | 1 | |
| Actions/Services | <p>PLANNED #1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.</p> | <p>ACTUAL #1- Provided additional hours for classified staff to provide safety coverage for students prior to school and during breaks.</p> |
| Expenditures | <p>BUDGETED Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,000</p> | <p>ESTIMATED ACTUAL Supplemental hours for staff to provide duty coverage 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$31,000</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED #2- Maintain a crossing guard to ensure students safely cross the railroad tracks</p> | <p>ACTUAL #2- Maintained crossing guards to ensure students safely cross the railroad tracks</p> |
| Expenditures | <p>BUDGETED Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000</p> | <p>ESTIMATED ACTUAL Salary and Benefits for a crossing guard 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000</p> |
| Action | 3 | |

| | |
|-------------------------|--|
| <p>Actions/Services</p> | <p>PLANNED #3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.</p> |
| <p>Expenditures</p> | <p>BUDGETED Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,782</p> |

| |
|--|
| <p>ACTUAL #3- Provided students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp experience focused on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences. Also, hosted a Kindergarten Camp before school began to pre-teach school skills to those students who had not attended school before.</p> |
| <p>ESTIMATED ACTUAL Hire staff to provide Summer School for students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000</p> |

Action **4**

| | |
|-------------------------|--|
| <p>Actions/Services</p> | <p>PLANNED #4- Provide a District Nurse, and Health Clerk/LVNs to the three main campuses to address student health issues in order to maintain the best possible attendance rate</p> |
| <p>Expenditures</p> | <p>BUDGETED Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$225,857 District Nurse 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$125,000</p> |

| |
|--|
| <p>ACTUAL #4- Provided a District Nurse, and Health Clerk/LVNs to the three main campuses to address student health issues in order to maintain the best possible attendance rate</p> |
| <p>ESTIMATED ACTUAL Salary & Benefits for Health Clerks/LVN 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$133,311 District Nurse 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$125,000</p> |

Action **5**

| | |
|-------------------------|--|
| <p>Actions/Services</p> | <p>PLANNED #5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school, on time, every day.</p> |
| <p>Expenditures</p> | <p>BUDGETED Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration \$32,000</p> |

| |
|--|
| <p>ACTUAL #5- Provided incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day. Examples of incentives are medals, certificates, ceremonies, family celebrations, special lunch recognition, and other highly desirable items and events.</p> |
| <p>ESTIMATED ACTUAL Purchase incentives for students who meet established goals in regards to attendance. 4000-4999: Books And Supplies Supplemental and Concentration \$20,500</p> |

Action **6**

| | | |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED #6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school</p> | <p>ACTUAL #6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school--</p> |
| <p>Expenditures</p> | <p>BUDGETED Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,500</p> | <p>ESTIMATED ACTUAL Sub costs and supplemental time for teachers to provide alternatives to suspension. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,015</p> |

Action **7**

| | | |
|-------------------------|---|--|
| <p>Actions/Services</p> | <p>PLANNED #7- Provide students with the opportunity to attend a structured after school program to ensure students are safe and ready to graduate</p> | <p>ACTUAL #7-Students attended after school programs to ensure they are ready to graduate. Classes included; 1. Alila Academy: Enrichment for students 2. Art Classes: Exposure to higher levels of art 3. Math Extension: Extension math activities to accelerate math growth (accelerated learning) 4. Small group reading instruction by classroom teacher (before and after school)</p> |
| <p>Expenditures</p> | <p>BUDGETED Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p> | <p>ESTIMATED ACTUAL Supplemental time for staff to provide after school tutoring to students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,000</p> |

Action **8**

| | | |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED #8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.</p> | <p>ACTUAL #8- Funded three counselors to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.</p> |
| <p>Expenditures</p> | <p>BUDGETED Salary and Benefits for 3 Counselors. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$379,254</p> | <p>ESTIMATED ACTUAL Salary and Benefits for 3 Counselors. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$399,206</p> |

Action **9**

| | | |
|-------------------------|-----------------------|----------------------|
| <p>Actions/Services</p> | <p>PLANNED</p> | <p>ACTUAL</p> |
|-------------------------|-----------------------|----------------------|

| | | |
|---------------------|---|---|
| | <p>#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.</p> | <p>#9- Implemented a structured behavior management program, Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. Schools cultivated a positive school culture by offering assemblies, extra activities, rewards, and fostering school spirit by rewarding students showing school spirit.</p> |
| <p>Expenditures</p> | <p>BUDGETED Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,000 Materials and supplies for incentives, staff training, school wide implementation 4000-4999: Books And Supplies Supplemental and Concentration \$30,000 PBIS support and training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p> | <p>ESTIMATED ACTUAL Supplemental time for staff, sub costs, materials for implementation and training for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 Materials and supplies for incentives, staff training, school wide implementation 4000-4999: Books And Supplies Supplemental and Concentration \$29,000 PBIS support and training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</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.

| | |
|---|---|
| <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p> | <p>The overall implementation of the services for this goal were very high, with safety coverage provided, summer school attendance at an all time high record (over 300), incentives for students who meet goals, and counselors available to assist students needing supports. The challenges we encountered were finding after school personnel (district teachers) to host enough after school tutoring classes for student need. Positive Behavior Interventions and Supports was in place at schools, and the challenge is to keep it strong while continuing to focus on literacy.</p> |
|---|---|

| | |
|---|--|
| <p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p> | <p>The goal and actions increased services and improved outcomes for unduplicated students by providing extended school year opportunities through summer school. These classes lasted for four week, serving almost 300 SES, ELL, migrant, and foster youth students. Looking at the pre-test and post-test data from summer school, for those students who attended over 95% of the days, there was an increase in at least one reading level (Rigby) from 100% of the students in attendance. The remaining actions performed under this goal were equally effective, with the following exception: The days of suspension and number of expulsions in Earlimart increased from last year. This signals to us that changes need to be made in PBIS, Action 9, and Alternatives to School Suspension, Action 6.</p> |
|---|--|

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual expenditures for Goal 3 were less than what was originally budgeted. Teacher-taught after school program not in full use due to lack of teacher interest. Health clerks amount not fully utilized as it was difficult to staff the open positions. We are fully staffed at the writing of this plan (5/20/17). PBIS and other incentives were not fully utilized, though many incentives were given out to students during the school year. Budget will be adjusted accordingly for next year.

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

After analyzing data from the LCFF Evaluation Rubrics, we notice a need to return to Positive Behavior Interventions and Supports (PBIS) as a district wide implementation to create positive school climates. We will accomplish this by fully implementing PBIS through training, school wide incentives, and utilizing alternatives to school suspension, when appropriate.

Action 4: Minor changes in wording explain the need for medical advice and care for our unduplicated pupil population during school and parent working hours.

Action 5: Minor changes in wording include social goals as a means to receive incentives.

Action 7: Minor changes in wording explain the need for these after school opportunities for our unduplicated pupil populations.

Action 10: The district adopted a Board Resolution proclaiming the Earlimart School District a Safe Haven District in May of 2017. As a result of this resolution and community input, Action 10 will be added to the 2017-18 LCAP to include staff development, posting of signs, and social-emotional classes/services for students. This will help the district meet Goal 3, creating a safe, positive school climate where students are engaged and in attendance.



Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

#4-As a result of input from stakeholders, the Earlimart School District will create an environment that is not only parent friendly but is encouraging to parents and the community to become partners in the education of all students, and to assist the district in "Creating Outstanding Readers in Earlimart (C.O.R.E.)."

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

After implementation of actions and services for Goal 4, Earlimart School District expects to see improvement in the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities, Standards 1 and 3.

* Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2- with a focus on parents of English Language Learners and students receiving free and reduced lunch.

* Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs.

ACTUAL

After implementing the goals and actions for Goal 4, the ACTUALS were as follows:

- ✓ Standard 1 Welcoming all families into the school community:
 - a. 95.5% of parents feel they "belong"
 - b. 91% of parents feel diversity is valued and respected
 - c. 90% of parents feel students are treated fairly no matter race or cultural background
 - d. 95.4% parents feel welcome at meetings
- ✓ Standard 3 Supporting student success:
 - a. 71.4% of parents feel teachers keep them well informed on child's progress
 - b. 63.1% of parents understand the academic standards
 - c. 76.1% of parents believe the school gives them useful information about how to improve their child's progress
 - d. 80% of parents feel their children are challenged to do their best.



National Standards for Family-School Partnerships



ACTIONS / SERVICES

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

| | | |
|------------------|---|---|
| Action | 1 | |
| Actions/Services | <p>PLANNED</p> <p>#1- Provide translation services and child care (as appropriate) to increase parental involvement in school related and district level activities.</p> | <p>ACTUAL</p> <p>#1- Provided translation services and child care (as appropriate) to increase parental involvement in school related and district level activities. Translation services was extended to include all School Board Meetings.</p> |
| Expenditures | <p>BUDGETED</p> <p>Hourly pay for Translators and child care providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$18,000</p> | <p>ESTIMATED ACTUAL</p> <p>Hourly pay for Translators and child care providers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,233</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED</p> <p>#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities</p> | <p>ACTUAL</p> <p>#2- Provided translation devices as well as their upkeep, materials, and refreshments to parents. Increased participation at parent events was noted.</p> |
| Expenditures | <p>BUDGETED</p> <p>Purchase Translation Devices, materials, and refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$29,000</p> | <p>ESTIMATED ACTUAL</p> <p>Purchase Translation Devices, materials, and refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$ 9,000</p> |

Translation Device-Aptegy, LLC 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,000

Action **3**

Actions/Services

PLANNED
#3- Provide opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child’s education including but not limited to the Annual District Literacy Fair.

ACTUAL
#3- Provided opportunities for students and parents to attend community events hosted by the district in order to increase parental involvement in their child’s education including but not limited to the Annual District Literacy Fair.
Events included:
 1. Annual Literacy Fair
 2. District Track Meet
 3. Parent Institute
 4. Town Hall Meetings
 5. School specialty events
 6. District specialty events

Expenditures

BUDGETED
 Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration \$25,000

ESTIMATED ACTUAL
 Purchase materials to put on community events to promote parental involvement 4000-4999: Books And Supplies Supplemental and Concentration \$15,000

Action **4**

Actions/Services

PLANNED
#4- Provide an additional adult English class for parents so that they are better able to assist students in their academic success

ACTUAL
#4- Provided adult English class for parents so that they are better able to assist students in their academic success

Expenditures

BUDGETED
 Contract with outside adult school to provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000

ESTIMATED ACTUAL
 Contract with outside adult school to provide English Classes for Parents 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,00

Action **5**

Actions/Services

PLANNED
#5- Fund two Parent Liaisons to help support parents in becoming involved in their child’s education by supporting parents and increasing the parent’s knowledge of the school system.

ACTUAL
#5- Funded two Parent Liaisons to help support parents in becoming involved in their child’s education by supporting parents and increasing the parent’s knowledge of the school system.

Expenditures

BUDGETED

ESTIMATED ACTUAL

Salary and Benefits for 2 Parent Liaisons to support parent involvement
2000-2999: Classified Personnel Salaries Supplemental and Concentration
\$94,422

Salary and Benefits for 2 Parent Liaisons to support parent involvement
2000-2999: Classified Personnel Salaries Supplemental and Concentration
\$88,000

ANALYSIS

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

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

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

The implementation of action and services in this goal were very successful in that we had over 6,000 parents and community members attend over 500 family and community meetings, classes, councils, advisory groups. Translation services were provided, child care offered, many community events were hosted by our parent liaisons, and English classes were offered to our community. One challenge was finding qualified translators to provide translating services in the rural Earlimart community.



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

The overall effectiveness of these actions was high, as demonstrated by the quantitative measure of the number of parents attending school events. The parent survey also shows us that 93% of our families feel that we are strong at welcoming all families into our school community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 1-5: All actions were provided this school year. The actual amounts spent were lower due to donations, frugal shopping, thrifty use of materials, and a high estimation (budget) to start.

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.

After analyzing data, 73% of our parents felt we were strong in helping them support their children in academic success. As a result, we will offer PIQE classes at both elementary sites to empower our families to ask teachers how their children are performing at school.

Action 1: The inclusion of social media (website, Facebook, Instagram) is added in 2017-18 as per parent request for more immediate social media presence and updates.

Action 3: Minor adjustments made to include examples of the community events the district hosts to promote parent engagement.

Action 4: Minor inclusion to state 1 class per week.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Earlimart Elementary School District outlined a plan to actively involve all stakeholders in the development of the Earlimart Local Control Accountability Plan (LCAP). All stakeholders were given the opportunity to comment on the plan and provide feedback through a variety of meetings, forums, and surveys. The involvement process included, but is not limited to:

1. LCFF/LCAP informational meetings held for all stakeholders (parents, certificated and classified staff, bargaining units, and community members) on the following dates:

- 9/16/2016
- 10/14/2016
- 12/15/2016
- 1/16/2017
- 2/12/2017
- 3/13/2017
- 4/24/2017
- 5/8/2017

2. District Administrative Meetings/District Classified and Certificated Staff:

- 8/24/16: Budget Review
- 9/6/16
- 11/1/16
- 11/29/16: DATA
- 12/6/16
- 1/10/17
- 2/7/17
- 3/7/17
- 4/14/17
- 4/14/17--Shared formative data
- 5/2/17

3. LCFF/LCAP Annual Update and General Overview at the District School Board Meeting held on 2/16/2017--shared formative data and reported on status of actions

4. LCAP Advisory Committee (LAC) /Superintendent Parent Advisory Committee (S/PAC) /DELAC Meetings/SSC Meetings

- 9/14/2016: LAC

- 10/12/2016: LAC
- 11/16/2016: LAC
- 1/18/2017: LAC
- 2/08/2017: LAC
- 3/15/2017:LAC
- 4/19/2017: LAC
- 5/16/2017: LAC

- *3/15/17: S/PAC
- *4/19/17: S/PAC

- *3/15/17: S/PAC
- *4/19/17: S/PAC
- 5/4/17: SSC Meetings
- 5/11/07: ELAC/DELAC

7. Migrant Parent Meetings 11/19/16, 3/28/17
8. LCAP Public Hearing (Board Meeting 6/6/17)
9. LCAP Approval (Board Meeting 6/13/17)
10. Student survey for elementary and middle school completed May 2, 2017

2017

The following data points were presented to annually update progress to the school board, district administration, Alternative Governance Council, LCAP/PAC meetings:

1. Rigby Guided Reading scores
2. Accelerated Reader/STAR Reading assessments
3. SBAC District data
4. DIBELs beginning reading data (K-2)
5. Suspension data
6. Expulsion data
7. CELDT annual data.

The dates where this information was shared were the following:

1. District Administrative meetings: 10/1/15, 12/3/15, 1/16 (School Staff Presentation), 2/18/17, 4/14/17--Shared formative data
2. LCFF/LCAP general overview at the District School Board Meeting held on 2/16--shared formative data and reported on status of actions
3. LCAP Advisory Committee/PAC/DELAC Meetings 3/14/, 4/11, 4/25, 5/9, 5/23--gathered input from stakeholders about LCAP current goals and actions

IMPACT ON LCAP AND ANNUAL UPDATE

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

The information gathered from parents, staff, and community members through surveys and community discussions showed that the LCAP has positively affected our schools through the following:

- *Strong focus on technology
- *Safety measures improved
- *Use of Accelerated Reader is motivating students
- *Guided Reading times are longer/more emphasis on teaching reading
- *Intervention programs (Read 180/Reading Horizons) are helping students

The information gathered from parents, staff, and community members through surveys and discussions showed that we needed more support for our students in the following ways:

- *Continued funding for technology
- *More instructional assistants in the classrooms (especially during Guided Reading)
- *After school learning opportunities-tutoring
- *More opportunities to help student who are reading below grade level; Read 180, targeted instruction to accelerate progress
- *Varied opportunities for parents to be engaged with the school community
- *Child Care
- *Continued funding of all existing supports, materials, and personnel

Student surveys resulted in overwhelming desire to have more incentives at schools, as well as more opportunities for field trips, which was continued and better funded for 2017-18. When asked specifically about safety (regarding immigration issues), 40% of students stated they were "concerned." This prompted the addition of Goal 3, Action 10 to include support for students who need social-emotional classes and services.

2017-

Based on the data and the feedback from all stakeholders during our Annual Updates, the LCAP was revised as following:

1. More support and intervention for students who were reading below grade level, and should be provided in a timely manner
2. More instructional assistants were needed to assist classrooms during key instructional times (reading/guided reading)
3. Safety continues to be an important focus, with awnings needed for shade and protection from the sun
4. School climate can be improved by offering more after school activities, like music/drama/art, as well as Kindergarten Camp during summer
5. Motivation is also needed to promote reading
6. Increased communication with parents also important

The major actions as a result of stakeholder input is the continuation of all previous goals and actions, as families and communities members are very positive with the current direction of the district, and the progress students are making in reading. Parents would like to see additional support for after school tutoring (paid for out of Title 1 Funds) and more support with reading. There is also a request from parents to include math as a focus. As a result, math coaches will be reassigned so that every school has one math coach. The district coaches will focus on Math influences for the 2017-18 school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

#1-ACADEMIC ACHIEVEMENT:
 Create conditions for learning and significantly raise the achievement of all students, including English Language Learners, so that they can demonstrate proficiency in literacy and language skills, as well as math skills, and have multiple options for college and careers.

[State and/or Local Priorities Addressed by this goal:](#)

| | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

[Identified Need](#)

This district has been in Program Improvement since 2004-2005 under the old federal Elementary and Secondary Education Act (ESEA) criteria. As a result of this, the Earlimart School District has a strong commitment to creating outstanding readers and writers and Goal 1 and its actions supports this commitment.

After a review of associated metrics in the areas of student academic achievement in reading, as well as stakeholder input, Earlimart School district has identified CAASPP, CELDT, AMAOs, Guided Reading Rigby data, Accelerated Reading/STAR data, and Dibels beginning reading data as areas of need (District-wide):

- CAASPP: 16% of students in grades 3-8 met or exceeded standards on ELA CAASPP/ 12% of students in grades 3-8 met or exceeded standards in MATH on CAASPP
- CELDT: 2014 district results show 4.0% of students are advanced, and 22.0% of students are early advanced.
- AMAOs: Earlimart School District has not met their AMAO targets in ELs making annual progress and ELs attaining English Proficiency in 4 years.
- Guided Reading-Rigby: At end of second trimester, 51% of our students scored reading on grade level in grades 1-5th.
- Accelerated Reader STAR reports: the % of students reading at their Independent Reading Level (I.R.L.) are as follows: 2nd-25%, 3rd-23%. 4th-11%, 5th-1%
- Dibels Data: Kinder reading at benchmark (nonsense word fluency) 12%, 1st grade reading at benchmark in oral reading fluency and accuracy-21%, 2nd grade reading at benchmark in oral reading fluency and accuracy-21%
- Implementation of all CCSS, including ELD: walkthroughs from administration, coaches, and AGCs will provide feedback on use of academic language in classrooms

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

| | | | | |
|---|---|--|--|--|
| CAASPP | 2015-16: 21% Met or Exceeded Standard | 2016-17: 31% will Met or Exceeded Standard | 2017-18: 41% will Met or Exceeded Standard | 2018-18: 51% will Met or Exceeded Standard |
| Guided Reading-DRA | 2016-17: 40% of students are reading on grade level | 2017-18: 50% of students are reading on grade level | 2018-19: 60% of students are reading on grade level | 2019-2020: 70% of students are reading on grade level |
| DIBELS | K-Letter Naming Fluency-31% Core and Strategic 1st-Nonsense Word Fluency-38% Core and Strategic 2nd-Oral Reading Fluency (Words Correct)-38% Core and Strategic (End of 2016 data) | K-Letter Naming Fluency-36% Core and Strategic 1st-Nonsense Word Fluency-43% Core and Strategic 2nd-Oral Reading Fluency (Words Correct)-43% Core and Strategic (Expected end of 2017 data) | K-Letter Naming Fluency-41% Core and Strategic 1st-Nonsense Word Fluency-48% Core and Strategic 2nd-Oral Reading Fluency (Words Correct)-48% Core and Strategic (Expected end of 2018 data) | K-Letter Naming Fluency-46% Core and Strategic 1st-Nonsense Word Fluency-53% Core and Strategic 2nd-Oral Reading Fluency (Words Correct)-53% Core and Strategic (Expected end of 2019 data) |
| Implementation of CCSS, including ELD | Walkthrough data- Area of focus: CCSS and ELD 100% academic language implementation | Walkthrough data- Area of focus: CCSS and ELD 100% Writers Workshop implementation | Walkthrough data- Area of focus: CCSS and ELD 100% Writers Workshop implementation with ELD integration in all units | Walkthrough data- Area of focus: CCSS and ELD 100% NGSS science standards integrated into school schedule |
| % of ELL students making progress towards English proficiency | 2015-16 ELs 1,528 (77.9%) Fluent English Proficient-102 (5.2%) | 2016-17 ELs 1,495(77.1%) Fluent English Proficient-109 (5.6%) | 2016-17 ELs 1,495 (77.1%) Fluent English Proficient- 149 (10%) | 2016-17 ELs 1,495 (77.1%) Fluent English Proficient-224 (15%) |
| Reclassification Rate | 2015-16 Students Redesignated FEP- 1 (0.1%) | 2016-17 Students Redesignated FEP – 49 (3.0%) | 2017-18 Students Redesignated FEP – 89 (6.0%) | 2018-19 Students Redesignated FEP – 134 (9.0%) |
| Properly Credentialed teachers with no mis-assignments nor vacancies as measured by | 2015-16 | 2016-17 | 2017-18 | 2018-19 |

| | | | | |
|---|---|--|--|---|
| credentials and SARC review- Priority 1: Basic Services A. | 94.5% Properly credentialed teachers with 1 mis- assignments or vacancies | 97% Properly credentialed teachers with no mis- assignments or vacancies | 98% Properly credentialed teachers with no mis- assignments or vacancies | 100% Properly credentialed teachers with no mis- assignments or vacancies |
| Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials" or SARC review- Priority 1: Basic Services B. | 2016-17 School board adoption of "Sufficiency of Instructional Materials" resolution | 2017-18 100% sufficient instructional materials | 2018-19 100% sufficient instructional materials | 2019-20 100% sufficient instructional materials |

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study. ****THIS ACTION WILL BE PAID FOR OUT OF THE EDUCATOR EFFECTIVENESS FUND UNTIL 2018****

#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.

#1- Provide staff members (Certificated, Classified, and Administrative) professional development training (CCSS, ELA/ELD Framework, Professional Learning Communities or PLCs, Data analysis, assessment, etc.) and professional leaning and collaboration times (Release Time,supplemental pay, etc.) to support classroom learning and increase student achievement. This will support the full implementation of ELA/ELD standards, Math standards, and other state standards as well as provide students with a broad course of study.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | 0 |
| Source | Other |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. |

2018-19

| | |
|------------------|--|
| Amount | \$65,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. |

2019-20

| | |
|------------------|---|
| Amount | \$165,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Staff Training including but not limited to the cost of subs, supplemental time, & Travel and Conference costs. |

Action **2**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#2- The Earlimart School District provides state adopted and Williams Act approved core materials in math, Science, History-Social Science, English language arts and English language development. To supplement and provide access to our unduplicated student population, additional materials are needed. These materials provide for hands on activities, reading materials at varying levels, visual and auditory supports, and multiple opportunities to practice and learn subject matter. These additional materials will give the appropriate scaffolding for our students and will lead to growth in reading levels and on state assessments.

2018-19

New Modified Unchanged

#2- The Earlimart School District provides state adopted and Williams Act approved core materials in math, Science, History-Social Science, English language arts and English language development. To supplement and provide access to our unduplicated student population, additional materials are needed. These materials provide for hands on activities, reading materials at varying levels, visual and auditory supports, and multiple opportunities to practice and learn subject matter. These additional materials will give the appropriate scaffolding for our students and will lead to growth in reading levels and on state assessments.

2019-20

New Modified Unchanged

#2- The Earlimart School District provides state adopted and Williams Act approved core materials in math, Science, History-Social Science, English language arts and English language development. To supplement and provide access to our unduplicated student population, additional materials are needed. These materials provide for hands on activities, reading materials at varying levels, visual and auditory supports, and multiple opportunities to practice and learn subject matter. These additional materials will give the appropriate scaffolding for our students and will lead to growth in reading levels and on state assessments.

BUDGETED EXPENDITURES

2017-18

Amount \$272,000
Source Supplemental and Concentration
Budget Reference 4000-4999: Books And Supplies Materials & Supplies

2018-19

Amount \$682,000
Source Supplemental and Concentration
Budget Reference 4000-4999: Books And Supplies Materials & Supplies

2019-20

Amount \$921,537
Source Supplemental and Concentration
Budget Reference 4000-4999: Books And Supplies Materials & Supplies

Action 3

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#3-Institute Multi-Tier System of Supports at each school site that appropriately addresses the needs of ALL students through Tier 1 (first quality teaching for all students), Tier 2 (those students needing extra support to reach grade level), and Tier 3 (those students needing intense intervention to accelerate students' progress). Examples of Tier 1 are quality first instruction, such as instruction on reading foundational skills, and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists.

2018-19

New Modified Unchanged

#3-Institute Multi-Tier System of Supports at each school site that appropriately addresses the needs of ALL students through Tier 1 (first quality teaching for all students), Tier 2 (those students needing extra support to reach grade level), and Tier 3 (those students needing intense intervention to accelerate students' progress). Examples of Tier 1 are quality first instruction, such as instruction on reading foundational skills, and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists.

2019-20

New Modified Unchanged

#3-Institute Multi-Tier System of Supports at each school site that appropriately addresses the needs of ALL students through Tier 1 (first quality teaching for all students), Tier 2 (those students needing extra support to reach grade level), and Tier 3 (those students needing intense intervention to accelerate students' progress). Examples of Tier 1 are quality first instruction, such as instruction on reading foundational skills, and repeated interactive read alouds (RIRAs). Examples of Tier 2 and 3 are specialized reading programs, such as Read 180, as well as paraprofessionals (instructional assistants), and Intervention/ Reading Specialists.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$236,105 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) |
| Amount | \$494,062 |
| Source | Supplemental and Concentration |

2018-19

| | |
|------------------|---|
| Amount | \$236,105 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) |
| Amount | \$494,062 |
| Source | Supplemental and Concentration |

2019-20

| | |
|------------------|---|
| Amount | \$236,105 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Certificated Staff (Reading Specialist, Teacher, Intervention Specialist) |
| Amount | \$494,062 |
| Source | Supplemental and Concentration |

| | | | | | |
|-------------------------|--|-------------------------|--|-------------------------|--|
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for classified support staff | Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for classified support staff | Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for classified support staff |
| Amount | \$70,000 | Amount | \$170,000 | Amount | \$170,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Costs for Read 180 and System 44 to service elementary students | Budget Reference | 4000-4999: Books And Supplies Costs for Read 180 and System 44 to service elementary students | Budget Reference | 4000-4999: Books And Supplies Costs for Read 180 and System 44 to service elementary students |

Action 4

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#4- The unduplicated students in our district (97%) live in a high poverty, under-served, and isolated rural community and it remains a challenge to recruit, hire, assign, and retain high quality teachers against the

2018-19

New Modified Unchanged

#4- The unduplicated students in our district (97%) live in a high poverty, under-served, and isolated rural community and it remains a challenge to recruit, hire, assign, and retain high quality teachers against the

2019-20

New Modified Unchanged

#4- The unduplicated students in our district (97%) live in a high poverty, under-served, and isolated rural community and it remains a challenge to recruit, hire, assign, and retain high quality teachers against the

backdrop of other districts within the county that are closer to or within communities where most teaching staff resides. Given the research on teacher quality and instruction having the biggest impact on student success, additional certificated staff working directly with unduplicated pupils at the school sites will be funded in order to remain competitive with neighboring districts, and lower the student to teacher ratio in our classrooms. This action should result in lower teacher attrition rates, higher rates of appropriately assigned teachers, and ultimately an upward trajectory of student achievement in ELA, English language development, and math. Without the addition of supplemental and concentration funding, class sizes in kindergarten through 3rd grade would be 26.2. WITH the additional supplemental and concentration grant funding, the class sizes are 22.6, demonstrating an improved service for our unduplicated students.

backdrop of other districts within the county that are closer to or within communities where most teaching staff resides. Given the research on teacher quality and instruction having the biggest impact on student success, additional certificated staff working directly with unduplicated pupils at the school sites will be funded in order to remain competitive with neighboring districts, and lower the student to teacher ratio in our classrooms. This action should result in lower teacher attrition rates, higher rates of appropriately assigned teachers, and ultimately an upward trajectory of student achievement in ELA, English language development, and math. Without the addition of supplemental and concentration funding, class sizes in kindergarten through 3rd grade would be 26.2. WITH the additional supplemental and concentration grant funding, the class sizes are 22.6, demonstrating an improved service for our unduplicated students.

backdrop of other districts within the county that are closer to or within communities where most teaching staff resides. Given the research on teacher quality and instruction having the biggest impact on student success, additional certificated staff working directly with unduplicated pupils at the school sites will be funded in order to remain competitive with neighboring districts, and lower the student to teacher ratio in our classrooms. This action should result in lower teacher attrition rates, higher rates of appropriately assigned teachers, and ultimately an upward trajectory of student achievement in ELA, English language development, and math. Without the addition of supplemental and concentration funding, class sizes in kindergarten through 3rd grade would be 26.2. WITH the additional supplemental and concentration grant funding, the class sizes are 22.6, demonstrating an improved service for our unduplicated students.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$654,620 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary & Benefits for classroom teachers to reduce class size and remain competitive with neighboring districts |

2018-19

| | |
|------------------|---|
| Amount | \$654,620 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary & Benefits for classroom teachers to reduce class size and remain competitive with neighboring districts |

2019-20

| | |
|------------------|---|
| Amount | \$654,620 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary & Benefits for classroom teachers to reduce class size and remain competitive with neighboring districts |

Action **5**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.

2018-19

New Modified Unchanged

#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.

2019-20

New Modified Unchanged

#5- Fund Physical Education teachers to support the K-5 educational program so that students have the opportunity to participate in structured Physical Education activities to increase their Physical Activity. This will result in healthier students who are better prepared to learn.

BUDGETED EXPENDITURES

2017-18

Amount \$178,695

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries
Salary and Benefits for two PE Teachers.

2018-19

Amount \$178,695

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries
Salary and Benefits for two PE Teachers.

2019-20

Amount \$178,695

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries
Salary and Benefits for two PE Teachers.

Action **6**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.

2018-19

- New Modified Unchanged

#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.

2019-20

- New Modified Unchanged

#6- Purchase appropriate technology and replacement technology, as well as continue to fund the district level technology support team used to support the increased use of technology. This will result in an increase in student academic achievement, and an alignment to the CCSS and Educational Technology to support student thinking skills.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$407,800 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase Appropriate Technology |
| Amount | \$273,284 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 3 tech support people |

2018-19

| | |
|------------------|---|
| Amount | \$504,362 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase Appropriate Technology |
| Amount | \$273,284 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 3 tech support people |

2019-20

| | |
|------------------|---|
| Amount | \$504,362 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase Appropriate Technology |
| Amount | \$273,284 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 3 tech support people |

Action **7**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through the assistance of one certificated position, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.

2018-19

New Modified Unchanged

#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through the assistance of one certificated position, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.

2019-20

New Modified Unchanged

#7- Provide additional support for English Learners, teachers of English Learners, Re-designated Fluent English Proficient Students, and other students who need support in mastering the English Language through the assistance of one certificated position, English Learner Curriculum Support Provider (ELCSP). This will result in an increased in student academic achievement in CELDT and all district assessments assessing language development.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$109,785 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2018-19

| | |
|------------------|--|
| Amount | \$109,785 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

2019-20

| | |
|------------------|--|
| Amount | \$109,785 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

Salary and Benefits for ELCSP

Salary and Benefits for ELCSP

Salary and Benefits for ELCSP

Action **8**

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

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.

2018-19

New Modified Unchanged

#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.

2019-20

New Modified Unchanged

#8- Provide support for administering district and state assessments, and implement reading instructional strategies during the English Language Arts block, and other content areas, which will allow students to be successful on those district and state assessments.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$113,512

Source Supplemental and Concentration

2018-19

Amount \$113,512

Source Supplemental and Concentration

2019-20

Amount \$113,512

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and benefits for the 2 Assessment Aides

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and benefits for the 2 Assessment Aides

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and benefits for the 2 Assessment Aides

Action 9

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.

2018-19

New Modified Unchanged

#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.

2019-20

New Modified Unchanged

#9- Provide educational opportunities for students to build background knowledge and expand their learning beyond the walls of the classroom into the community outside, through active, hands-on experiences.

BUDGETED EXPENDITURES

2017-18

Amount \$25,000

Source Supplemental and Concentration

2018-19

Amount \$25,000

Source Supplemental and Concentration

2019-20

Amount \$25,000

Source Supplemental and Concentration

| | |
|------------------|--|
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for field experiences |
| Amount | \$65,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Provide transportation to and entrance fee for educational field trips |

| | |
|------------------|--|
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for field experiences |
| Amount | \$65,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Provide transportation to and entrance fee for educational field trips |

| | |
|------------------|--|
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for field experiences |
| Amount | \$65,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Provide transportation to and entrance fee for educational field trips |

Action **10**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#10- Provide two full time instructional assistants to work with work with students to increase their academic achievement though specialized support and integration into general education. ****Not an LCFF expense****

2018-19

New Modified Unchanged

#10- Provide two full time instructional assistants to work with work with students to increase their academic achievement though specialized support and integration into general education. ****Not an LCFF expense****

2019-20

New Modified Unchanged

#10- Provide two full time instructional assistants to work with work with students to increase their academic achievement though specialized support and integration into general education. ****Not an LCFF expense****

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **11**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#11- Fund an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art

2018-19

New Modified Unchanged

#11- Fund an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art

2019-20

New Modified Unchanged

#11- Fund an art teacher in order to ensure students have multiple opportunities throughout the school year to participate in art

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$91,678 | Amount | \$91,678 | Amount | \$91,678 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for 1 Art Teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Art Teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Art Teacher |

Action **12**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| #12- Fund a music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music | #12- Fund a music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music | #12- Fund a music teacher in order to ensure students have multiple opportunities throughout the school year to participate in music |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$91,678 | Amount | \$91,678 | Amount | \$91,678 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for 1 Music Teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Music Teacher | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for Music Teacher |

Action **13**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#13- Fund Visual and Performing Arts (V.A.P.A) after school opportunities in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School

2018-19

New Modified Unchanged

#13- Fund Visual and Performing Arts (V.A.P.A) after school opportunities in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School

2019-20

New Modified Unchanged

#13- Fund Visual and Performing Arts (V.A.P.A) after school opportunities in order to give students the opportunity to experience a variety of course types and be better prepared to enter High School

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$25,000 | Amount | \$50,000 | Amount | \$50,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Fund visual and performing arts (V.A.P.A.) programs through TCOE and other V.A.P.A. providers |
| Amount | \$20,000 | Amount | \$50,000 | Amount | \$50,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Supplies for VAPA projects | Budget Reference | 4000-4999: Books And Supplies Supplies for VAPA projects | Budget Reference | 4000-4999: Books And Supplies Supplies for VAPA projects |

Action **14**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics

#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics

#14- Fund a math content expert to support teachers in delivering quality instruction to increase student academic achievement in Mathematics

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **15**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, System 44, Visual and Performing Arts, STEAM, and before and after school classes.

#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) for new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, System 44, Visual and Performing Arts, STEAM, and before and after school classes.

#15- Provide startup supplies (materials, supplies, curriculum, technology, instruments, uniforms, etc.) new, and additional courses to help ensure that students have access to a broad course of study. The additional courses may include Read 180, System 44, Visual and Performing Arts, STEAM, and before and after school classes.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$100,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials and supplies to support new and additional classes |

2018-19

| | |
|------------------|--|
| Amount | \$100,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials and supplies to support new and additional classes |

2019-20

| | |
|------------------|--|
| Amount | \$100,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials and supplies to support new and additional classes |

Action **16**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

#16- DATA:
 Implement collaborative approach (Professional Learning Communities) to analyze student data and integrate a district collection and assessment system to assist in proper placement of students in the services they need.

District formative and summative assessments, universal screeners, and progress monitoring will be utilized to measure student progress towards mastery of all academic content standards.

This data system will house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.

New Modified Unchanged

#16-Data:
 Implement collaborative approach (Professional Learning Communities) to analyze student data and integrate a district collection and assessment system to assist in proper placement of students in the services they need.

District formative and summative assessments, universal screeners, and progress monitoring will be utilized to measure student progress towards mastery of all academic content standards.

This data system will house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.

New Modified Unchanged

#16-DATA:
 Implement collaborative approach (Professional Learning Communities) to analyze student data and integrate a district collection and assessment system to assist in proper placement of students in the services they need.

District formative and summative assessments, universal screeners, and progress monitoring will be utilized to measure student progress towards mastery of all academic content standards.

This data system will house the related data in a user friendly database, called Illuminate. This will ensure that appropriate staff have access to student scores in a timely manner.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$10,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Materials to facilitate creation and housing of District Summative Assessments |

2018-19

| | |
|------------------|---|
| Amount | \$10,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Materials to facilitate and creation and housing of District Summative Assessments |

2019-20

| | |
|------------------|---|
| Amount | \$10,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Materials to facilitate and creation and housing of District Summative Assessments |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

#2- As a result from stakeholder input, the district will create a learning environment both inside and outside the classroom that are both appealing and safe as these conditions will lead to increased student participation and increased academic achievement.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

After stakeholder input and a review of associated metrics in the areas of teacher assignment, standards aligned materials, and adequate facilities (basic services), as well as pupil engagement, Earlimart School district has identified highly qualified teachers, attendance and chronic absenteeism rates as areas of need (District-wide):

- * Attendance: 96%
- * Chronic Absenteeism Rate: 8.3%
- * Middle School Drop Out Rate: 0%
- * No schools have shade structures above equipment at this time: 0%
- * 95% in compliance with the teacher credential and assignment requirements. (William's compliant)
- * 100% in compliance with the instructional materials requirement. (William's compliant)
- * 100% of schools in "good" or "exemplary" repair
- * 100% of students need access to a broad course of study (art and music)

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Attendance Rate | 96% | 97% | 98% | 98.5% |
| Chronic Absenteeism Rate | 8.3% | 7.3% | 6.3% | 5.3% |
| Middle School Drop Out Rate | 0% | 0% | 0% | 0% |
| Facilities maintained as measured by annual FITS and | 2015-16 | 2016-17 | 2017-18 | 2018-19 |

| | | | | |
|---|--|--|--|--|
| SARC review-Priority 1: Basic Services C. | All (100%) site FITs scored "good" or higher | All (100%) site FITs scored "good" or higher | All (100%) site FITs scored "good" or higher | All (100%) site FITs scored "good" or higher |
|---|--|--|--|--|

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:

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time

2018-19

New Modified Unchanged

#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time

2019-20

New Modified Unchanged

#1- Increase the availability of safe outdoor equipment for students to use during recess, lunch and PE time

BUDGETED EXPENDITURES

2017-18

Amount \$8,000

2018-19

Amount \$8,000

2019-20

Amount \$8,000

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase playground and PE Equipment and materials |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase playground and PE Equipment and materials |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase playground and PE Equipment and materials |

Action **2**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance

2018-19

New Modified Unchanged

#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance

2019-20

New Modified Unchanged

#2- Increase the curb appeal and safety of school sites through the purchase of new and additional items (safety cones, trees, shrubs, flowers, bump stops, shade structures) which will lead to increased safety and greater participation and attendance

BUDGETED EXPENDITURES

2017-18

Amount \$17,000

2018-19

Amount \$47,000

2019-20

Amount \$47,000

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase additional safety equipment and greenery for the campuses |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase additional safety equipment and greenery for the campuses |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase additional safety equipment and greenery for the campuses |

Action 3

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#3- In order to provide the best additional services for our unduplicated student populations, many after-school programs, meetings, and community events take place after school hours and often at night. As a result of these additional activities, secure campuses are needed to ensure student, parent, teacher, and employee safety, and reduce the number of incidents (involving people and property) during these after hours events. Therefore, the district will provide security at the school campuses through guards, enhanced security features, and with surveillance equipment in order to

2018-19

New Modified Unchanged

#3- In order to provide the best additional services for our unduplicated student populations, many after-school programs, meetings, and community events take place after school hours and often at night. As a result of these additional activities, secure campus are needed to ensure student, parent, teacher, and faculty safety, and reduce the number of incidents (involving people and property) during these after hours events. Therefore, the district will provide security at the school campuses through guards, enhanced security features, and with surveillance equipment in order to

2019-20

New Modified Unchanged

#3- In order to provide the best additional services for our unduplicated student populations, many after-school programs, meetings, and community events take place after school hours and often at night. As a result of these additional activities, secure campus are needed to ensure student, parent, teacher, and faculty safety, and reduce the number of incidents (involving people and property) during these after hours events. Therefore, the district will provide security at the school campuses through guards, enhanced security features, and with surveillance equipment in order to

ensure staff, student, and community safety at school events and additional events taking place after school hours.

ensure staff, student, and community safety at school events and additional events taking place after school hours.

ensure staff, student, and community safety at school events and additional events taking place after school hours.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$73,687 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Cost of the cameras and security features for facilities |
| Amount | \$20,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contact for Security |

2018-19

| | |
|------------------|---|
| Amount | \$73,687 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Cost of the cameras and security features for facilities |
| Amount | \$20,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contact for Security |

2019-20

| | |
|------------------|--|
| Amount | \$73,687 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Cost of the cameras and security features for facilities |
| Amount | \$20,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Contact for Security |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

#3- As a result of input from stakeholders, Earlimart School District will ensure that students are engaged and in attendance, that our district and school climates are positive so that students feel safe at school, and as a result, students will complete 8th grade prepared to be successful in high school, and graduate college or career ready.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
|-------|--------------------------|---|--------------------------|----|--------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

Identified Need

After stakeholder input and a review of associated metrics in the areas of student engagement and school climate, Earlimart School district has identified attendance and chronic absenteeism rates, and suspension rates as areas of need (District-wide):

- * School Attendance Rate: 96%
- * Chronic Absenteeism Rate: 8.3%
- * Middle School Drop Out Rate: 0%
- * Earlimart School District has had 75 days of suspensions for the 2015-16 school year.
- * Earlimart School District has had 0 expulsions for the 2015-16 school year.

2015-The district has determined there is a need to ensure that students are in school daily in order to be prepared to graduate 8th grade and successfully transition to high school. This need was determined by stakeholder feedback as well as an analysis of the current attendance rates.



EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------|--|--|--|--|
| Pupil Suspension Rates | 1.6% <hr/> 51 total suspension 33 unduplicated count of students (2014 Data Quest report- Suspension by Federal Offense) | 1.1% <hr/> (2015 Data Quest report- Suspension by Federal Offense) | 0.7% <hr/> (2016 Data Quest report- Suspension by Federal Offense) | 0.5% <hr/> (2017 Data Quest report- Suspension by Federal Offense) |

| | | | | |
|--|---|---|---|---|
| | | | | |
| Pupil Expulsion Rates | 0% 0 students expelled (2014 Data Quest Suspension and Expulsion Report for 2014-15) | 0% 0 students expelled (2015 Data Quest Suspension and Expulsion Report for 2015-16) | 0% 0 students expelled (2016 Data Quest Suspension and Expulsion Report for 2016-17) | 0% 0 students expelled (2017 Data Quest Suspension and Expulsion Report for 2017-18) |
| After school opportunities, including Summer School, attended by unduplicated and exceptional needs students-Priority 7: Course Access | 200 students served | 225 students served | 250 students served | 275 students served |
| Maintain school and district schedules to verify that 100% of students, including unduplicated and exceptional needs students have access to a broad course of study (art, PE, music)-Priority 7: Course Access A., B., C. | 100% of students, including unduplicated and exceptional needs students, will have access to a broad course of study (art, PE, music)—maintain school and district schedules to verify. | 100% of students, including unduplicated and exceptional needs students, will have access to a broad course of study (art, PE, music)—maintain school and district schedules to verify. | 100% of students, including unduplicated and exceptional needs students, will have access to a broad course of study (art, PE, music)—maintain school and district schedules to verify. | 100% of students, including unduplicated and exceptional needs students, will have access to a broad course of study (art, PE, music)—maintain school and district schedules to verify. |

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:

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
|------------------------------|--|--|--|

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.

2018-19

New Modified Unchanged

#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.

2019-20

New Modified Unchanged

#1- Provide additional hours for classified staff to provide safety coverage for students prior to school and during breaks.

[BUDGETED EXPENDITURES](#)

2017-18

| | |
|------------------|---|
| Amount | \$30,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental hours for staff to provide duty coverage |

2018-19

| | |
|------------------|---|
| Amount | \$30,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental hours for staff to provide duty coverage |

2019-20

| | |
|------------------|---|
| Amount | \$30,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental hours for staff to provide duty coverage |

Action **2**

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

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

#2- Maintain a crossing guard to ensure students safely cross the railroad tracks

#2- Maintain a crossing guard to ensure students safely cross the railroad tracks

#2- Maintain a crossing guard to ensure students safely cross the railroad tracks

BUDGETED EXPENDITURES

2017-18

Amount \$25,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and Benefits for a crossing guard

2018-19

Amount \$25,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and Benefits for a crossing guard

2019-20

Amount \$25,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries
Salary and Benefits for a crossing guard

Action **3**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.

2018-19

New Modified Unchanged

#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.

2019-20

New Modified Unchanged

#3- Provide students with the opportunity to attend Summer School to extend their academic language learning. The Summer C.O.R.E. Camp and Kinder Camp experiences will focus on language and literacy...providing language rich environments where students are speaking, listening, reading and writing everyday about authentic real-life experiences.

[BUDGETED EXPENDITURES](#)

2017-18

| | |
|------------------|--|
| Amount | \$97,782 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Hire staff to provide Summer School for students |

2018-19

| | |
|------------------|--|
| Amount | \$97,782 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Hire staff to provide Summer School for students |

2019-20

| | |
|------------------|--|
| Amount | \$97,782 |
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Hire staff to provide Summer School for students |

Action **4**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#4- Our unduplicated student population often times does not have immediate access to quality health advice nor is there access to medical assistance during the day when parents are at work and students are in school. In order to provide the medical assistance, advice, and preventative care our students need, the district will provide one District Nurse, as well as one Health Clerk/LVN at each of the three main campuses to address these student health issues. With health issues promptly and properly addressed, there will be an increase in attendance rates from each student group.

2018-19

New Modified Unchanged

#4- Our unduplicated student population often times does not have immediate access to quality health advice nor is there access to medical assistance during the day when parents are at work and students are in school. In order to provide the medical assistance, advice, and preventative care our students need, the district will provide one District Nurse, as well as one Health Clerk/LVN at each of the three main campuses to address these student health issues. With health issues promptly and properly addressed, there will be an increase in attendance rates from each student group.

2019-20

New Modified Unchanged

#4- Our unduplicated student population often times does not have immediate access to quality health advice nor is there access to medical assistance during the day when parents are at work and students are in school. In order to provide the medical assistance, advice, and preventative care our students need, the district will provide one District Nurse, as well as one Health Clerk/LVN at each of the three main campuses to address these student health issues. With health issues promptly and properly addressed, there will be an increase in attendance rates from each student group.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$244,014 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary & Benefits for Health Clerks/LVN |
| Amount | \$135,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures District Nurse |
| Amount | \$10,000 |
| Source | Supplemental and Concentration |

2018-19

| | |
|------------------|--|
| Amount | \$244,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary & Benefits for Health Clerks/LVN |
| Amount | \$135,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures District Nurse |
| Amount | \$10,000 |
| Source | Supplemental and Concentration |

2019-20

| | |
|------------------|--|
| Amount | \$244,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary & Benefits for Health Clerks/LVN |
| Amount | \$135,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures District Nurse |
| Amount | \$10,000 |
| Source | Supplemental and Concentration |

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Health and Vision services (vision screener)

Budget Reference 5000-5999: Services And Other Operating Expenditures Health and Vision services (vision screener)

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Health and Vision services (vision screener)

Action 5

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic and social goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.

2018-19

New Modified Unchanged

#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic and social goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.

2019-20

New Modified Unchanged

#5- Provide incentives for students who maintain perfect attendance, meet established academic citizenship goals, and achieve academic and social goals in order to foster a positive school culture, and as a result, increase the number of students who come to school ,on time, every day.

BUDGETED EXPENDITURES

2017-18

Amount \$32,000

2018-19

Amount \$32,000

2019-20

Amount \$32,000

| | |
|------------------|--|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase incentives for students who meet established goals in regards to attendance. |

| | |
|------------------|--|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase incentives for students who meet established goals in regards to attendance. |

| | |
|------------------|--|
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase incentives for students who meet established goals in regards to attendance. |

Action 6

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

| | | | |
|---------------------------------------|--------------------------------------|---|--|
| Students to be Served | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| Location(s) | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|---------------------------------------|--|--|--|
| Students to be Served | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| Scope of Services | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Location(s) | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school

2018-19

New Modified Unchanged

#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school

2019-20

New Modified Unchanged

#6- Offer alternatives to out of school suspensions, such as in-school suspension, Saturday school, etc. leading to increased student participation during the school day and safer school campuses before and after school

BUDGETED EXPENDITURES

2017-18

| | |
|--------|---------|
| Amount | \$7,500 |
|--------|---------|

2018-19

| | |
|--------|---------|
| Amount | \$7,500 |
|--------|---------|

2019-20

| | |
|--------|---------|
| Amount | \$7,500 |
|--------|---------|

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sub costs and supplemental time for teachers to provide alternatives to suspension. |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sub costs and supplemental time for teachers to provide alternatives to suspension. |

| | |
|------------------|---|
| Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Sub costs and supplemental time for teachers to provide alternatives to suspension. |

Action **7**

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

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#7- Provide our ELL, low income, foster youth, and exceptional student groups the opportunity to attend a structured after school program to ensure students are academically and socially ready, are confident, positive, and ready to promote to high school

2018-19

New Modified Unchanged

#7- Provide our ELL, low income, and foster youth, and exceptional student groups the opportunity to attend a structured after school program to ensure students are academically and socially ready, are confident, positive, and ready to promote to high school

2019-20

New Modified Unchanged

#7- Provide our ELL, low income, and foster youth, and exceptional student groups the opportunity to attend a structured after school program to ensure students are academically and socially ready, are confident, positive, and ready to promote to high school

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$39,000 | Amount | \$39,000 | Amount | \$39,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental time for staff to provide after school tutoring and enrichment opportunities to students. | Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental time for staff to provide after school tutoring and enrichment opportunities to students. | Budget Reference | 1000-1999: Certificated Personnel Salaries Supplemental time for staff to provide after school tutoring and enrichment opportunities to students. |

Action **8**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.

2018-19

New Modified Unchanged

#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.

2019-20

New Modified Unchanged

#8- Fund counselor(s) to students to address the social and emotional concerns of students, in order to care for the whole child and ensure academic and social success.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$407,225 | Amount | \$407,225 | Amount | \$407,225 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for 3 Counselors. | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for 3 Counselors. | Budget Reference | 1000-1999: Certificated Personnel Salaries Salary and Benefits for 3 Counselors. |

Action 9

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.

2018-19

New Modified Unchanged

#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.

2019-20

New Modified Unchanged

#9- Implement a structured behavior management program, such as Positive Behavioral Interventions & Supports (PBIS), in order to use proactive strategies for defining, teaching, and supporting appropriate student behaviors. As a result, schools will create a positive school culture where students will want to attend everyday.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$15,000 | Amount | \$45,000 | Amount | \$45,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Materials and supplies for incentives, staff training, school wide implementation | Budget Reference | 4000-4999: Books And Supplies Materials and supplies for incentives, staff training, school wide implementation | Budget Reference | 4000-4999: Books And Supplies Materials and supplies for incentives, staff training, school wide implementation |
| Amount | \$7,000 | Amount | \$7,000 | Amount | \$7,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental time for staff, sub costs, materials for implementation and training for staff. (Auxiliary) | Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental time for staff, sub costs, materials for implementation and training for staff. | Budget Reference | 2000-2999: Classified Personnel Salaries Supplemental time for staff, sub costs, materials for implementation and training for staff. |
| Amount | \$3,000 | Amount | \$3,000 | Amount | \$3,000 |
| Source | Supplemental and Concentration | Source | Supplemental and Concentration | Source | Supplemental and Concentration |
| Budget Reference | 3000-3999: Employee Benefits Benefits for Teacher Auxiliary pay | Budget Reference | 5000-5999: Services And Other Operating Expenditures PBIS support and training | Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures PBIS support and training |

Action **10**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)
 All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

#10-Provide a safe haven for all students, families, and staff in the Earlimart School District through:

1. Staff development to promote tolerance, acceptance, and understanding of all people, through inclusion and valuing diversity in our multicultural community
2. Signs posted to demonstrate Earlimart School District as a Safe Haven
3. Provide support for students who need social-emotional classes/services to achieve important social and learning outcomes, such as empathy, positive relationships, responsible decision making, and understanding and managing emotions

2018-19

New
 Modified
 Unchanged

#10-Provide a safe haven for all students, families, and staff in the Earlimart School District through:

1. Staff development to promote tolerance, acceptance, and understanding of all people, through inclusion and valuing diversity in our multicultural community
2. Signs posted to demonstrate Earlimart School District as a Safe Haven
3. Provide support for students who need social-emotional classes/services to achieve important social and learning outcomes, such as empathy, positive relationships, responsible decision making, and understanding and managing emotions

2019-20

New
 Modified
 Unchanged

#10-Provide a safe haven for all students, families, and staff in the Earlimart School District through:

1. Staff development to promote tolerance, acceptance, and understanding of all people, through inclusion and valuing diversity in our multicultural community
2. Signs posted to demonstrate Earlimart School District as a Safe Haven
3. Provide support for students who need social-emotional classes/services to achieve important social and learning outcomes, such as empathy, positive relationships, responsible decision making, and understanding and managing emotions

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | 0 |
| Source | Other |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Staff**Funded out of Educator Effectiveness Grant |
| Amount | \$19,605 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Signs designating Safe Harbor-for a positive school climate |

2018-19

| | |
|------------------|--|
| Amount | 0 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Staff |
| Amount | \$19,605 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Signs designating Safe Harbor-for a positive school climate |

2019-20

| | |
|------------------|--|
| Amount | \$9,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Staff |
| Amount | \$19,605 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Signs designating Safe Harbor-for a positive school climate |

| | |
|------------------|---|
| Amount | \$35,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Support for social-emotional learning |

| | |
|------------------|---|
| Amount | \$35,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Support for social-emotional learning |

| | |
|------------------|---|
| Amount | \$35,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Support for social-emotional learning |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

#4-As a result of input from stakeholders, the Earlimart School District will create an environment that is not only parent friendly but is encouraging to parents and the community to become partners in the education of all students, and to assist the district in "Creating Outstanding Readers in Earlimart (C.O.R.E.)."

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

The district has determined there is a need to ensure that parents are involved in their child's education, as well as inform parents as to their child's social and academic progress. This need was based on the current available research supporting parent involvement in a child's education, as well as the number of parent opportunities currently provided for assisting in decision making at the school site and district level. The district will use the PTA National Standards for Family-School Partnerships indicators and measurements to assess currently family involvement practices at our schools, as well as to help us develop effective involvement practices and activities.

- * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch.
- * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs.



[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| * Standard 1: Welcoming all families into the school community-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2- with a focus on parents of English | Standard 1: a. 95.5% of parents feel they "belong" b. 91% of parents feel diversity is valued and respected c. 90% of parents feel students are treated fairly no mater race or cultural background d. 95.4% parents feel welcome at meetings | Standard 1: a. 96% of parents feel they "belong" b. 93% of parents feel diversity is valued and respected c. 93% of parents feel students are treated fairly no mater race or cultural background d. 96% parents feel welcome at meetings | Standard 1: a. 97% of parents feel they "belong" b. 95% of parents feel diversity is valued and respected c. 95% of parents feel students are treated fairly no mater race or cultural background d. 97% parents feel welcome at meetings | Standard 1: a. 98% of parents feel they "belong" b. 97% of parents feel diversity is valued and respected c. 97% of parents feel students are treated fairly no mater race or cultural background d. 98% parents feel welcome at meetings |
| * Standard 3: Supporting student success-The district will use the self-assessment rubric to focus on areas of strength, and areas needing improvement and will show an increase in all areas to the Progressing Level, Level 2-with a focus on parents of English Language Learners and students receiving free and reduced lunch, and students in programs for exceptional needs. | Standard 3: a. 71.4% of parents feel teachers keep them well informed on child's progress b. 63.1% of parents understand the academic standards c. 76.1% of parents believe the school gives them useful information about how to improve their child's progress d. 80% of parents feel their children are challenged to do their best. | Standard 3: a. 75% of parents feel teachers keep them well informed on child's progress b. 70% of parents understand the academic standards c. 80% of parents believe the school gives them useful information about how to improve their child's progress d. 85% of parents feel their children are challenged to do their best. | Standard 3: a. 80% of parents feel teachers keep them well informed on child's progress b. 75% of parents understand the academic standards c. 85% of parents believe the school gives them useful information about how to improve their child's progress d. 90% of parents feel their children are challenged to do their best. | Standard 3: a. 85% of parents feel teachers keep them well informed on child's progress b. 80% of parents understand the academic standards c. 90% of parents believe the school gives them useful information about how to improve their child's progress d. 95% of parents feel their children are challenged to do their best. |

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:

| | | | |
|------------------------------|--------------------------------------|---|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> <u>[Specific Student Group(s)]</u> |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#1- Provide translation services, increase social media presence, and child care (as appropriate) to increase parental involvement and decision making in school and district level meetings, councils, groups, and activities.

2018-19

New Modified Unchanged

#1- Provide translation services, increase social media presence, and child care (as appropriate) to increase parental involvement and decision making in school and district level meetings, councils, groups, and activities.

2019-20

New Modified Unchanged

#1- Provide translation services, increase social media presence, and child care (as appropriate) to increase parental involvement and decision making in school and district level meetings, councils, groups, and activities.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$27,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hourly pay for Translators and child care providers |

2018-19

| | |
|------------------|--|
| Amount | \$27,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hourly pay for Translators and child care providers |

2019-20

| | |
|------------------|--|
| Amount | \$27,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Hourly pay for Translators and child care providers |

Action 2

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] |
| <u>Location(s)</u> | <input type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities

2018-19

New Modified Unchanged

#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities

2019-20

New Modified Unchanged

#2- Provide translation devices, materials, and refreshments to parents to increase parental participation in school activities

BUDGETED EXPENDITURES

2017-18

Amount \$11,500
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Purchase Translation Devices, materials, and refreshments

2018-19

Amount \$47,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Purchase Translation Devices, materials, and refreshments

2019-20

Amount \$47,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies Purchase Translation Devices, materials, and refreshments

Action **3**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

| | | | |
|---------------------------------------|--|--|---|
| Students to be Served | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| Scope of Services | <input checked="" type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Location(s) | <input checked="" type="checkbox"/> All Schools | <input type="checkbox"/> Specific Schools: | <input type="checkbox"/> Specific Grade spans: |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#3- Provide opportunities for students and parents to attend multicultural, literacy, math, and health-oriented community events hosted by the district in order to increase parental involvement in their child's education. These include:

- Annual District Literacy Fair
- District Track Meet
- A Day of Understanding
- Community/School Promotions and celebrations
- Any other event that promotes parent involvement in our schools

2018-19

New Modified Unchanged

#3- Provide opportunities for students and parents to attend multicultural, literacy, math, and health-oriented community events hosted by the district in order to increase parental involvement in their child's education. These include:

- Annual District Literacy Fair
- District Track Meet
- A Day of Understanding
- Community/School Promotions and celebrations
- Any other event that promotes parent involvement in our schools

2019-20

New Modified Unchanged

#3- Provide opportunities for students and parents to attend multicultural, literacy, math, and health-oriented community events hosted by the district in order to increase parental involvement in their child's education. These include:

- Annual District Literacy Fair
- District Track Meet
- A Day of Understanding
- Community/School Promotions and celebrations
- Any other event that promotes parent involvement in our schools

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$50,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials to put on community events to promote parental involvement |

2018-19

| | |
|------------------|--|
| Amount | \$75,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials to put on community events to promote parental involvement |

2019-20

| | |
|------------------|--|
| Amount | \$75,000 |
| Source | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Purchase materials to put on community events to promote parental involvement |

Action **4**

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

| | |
|---------------------------------------|---|
| Students to be Served | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] |
| Location(s) | <input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | |
|---------------------------------------|--|
| Students to be Served | <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income |
| Scope of Services | <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s) |
| Location(s) | <input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#4- Provide an adult English class for parents so that they are better able to assist students in their academic success (1 night class per week)

2018-19

New Modified Unchanged

#4- Provide an adult English class for parents so that they are better able to assist students in their academic success

2019-20

New Modified Unchanged

#4- Provide an adult English class for parents so that they are better able to assist students in their academic success

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contract with outside adult school to provide English Classes for Parents |

2018-19

| | |
|------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contract with outside adult school to provide English Classes for Parents |

2019-20

| | |
|------------------|---|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contract with outside adult school to provide English Classes for Parents |

Action **5**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.

2018-19

New Modified Unchanged

#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.

2019-20

New Modified Unchanged

#5- Fund two Parent Liaisons to help support parents in becoming involved in their child's education by supporting parents and increasing the parent's knowledge of the school system.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$93,542 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 2 Parent Liaisons to support parent involvement |

2018-19

| | |
|------------------|--|
| Amount | \$93,556 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 2 Parent Liaisons to support parent involvement |

2019-20

| | |
|------------------|--|
| Amount | \$93,556 |
| Source | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries Salary and Benefits for 2 Parent Liaisons to support parent involvement |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$4,646,074 Percentage to Increase or Improve Services: 32.14%

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).

Earlimart Elementary School District currently stands at a rolling unduplicated percentage of 97% and will receive \$4,646,074 in supplemental and concentration funds for the 2017-18 school year. The 97% of students within Earlimart Elementary School District are identified as either low income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs.

Using the calculation tool provided by the state, Earlimart School District has calculated that it will receive \$4,646,074 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool, the proportionality percentage has been calculated at 32.14%. During the 2017-18 school year, Earlimart School District will receive \$58,517 more funds compared to the 2016-17 school year. As a result, we will continue to provide and expand these important services in the following ways:

- * Provide summer programs which focus on language and literacy
- * Provide child care for parent meetings/parent classes
- * Provide translation services for parent meetings/classes
- * Expand English classes for parents
- * Providing PIQE classes for parents to create partnerships between parents, students, and educators to further students' academic achievement
- * Providing an English Learner Curriculum Support Provider to support ELLs learning and mastering the English Language
- * Provide a safe haven for students, community, and staff through professional development, community events, and support for students

As stated above, 97% of students within Earlimart Elementary School District are identified as either low income, English learner or foster youth students. This provides our district a great opportunity to significantly improve educational outcomes for the targeted students by enhancing and improving all district programs.

Due to the high percentage of unduplicated students as well as stakeholder input, the district believes that principally directing services on a district wide and/or school wide manner is the most effective and cost efficient approach and will allow the district do more with the funds. Through the use of the funds in a school wide/district wide manner the school district will be able to address the needs of all the learners including those classified as Low Income, Foster Youth, English Learners, Students with Disabilities and students Re-designated Fluent English Proficient. Some of these services provided are:

Technology

This action/service is principally directed to assist our low-income, English learner, and foster youth students in being college and career ready, each teacher will receive and maintain appropriate technology devices for instructional purposes.

Additional Teachers

This action/services is principally directed to lower the class sizes in grades K-8, to give the teacher opportunity to provide personalized instruction for students in the classroom, and will allow for more opportunities for low income, English learner, and foster youth students to receive additional support by primary classroom teacher.

Academic Intervention and Support

This specific action/service is principally directed to increase services and supports directly to school sites to provide interventions and supports to meet at-risk, low income, English Learners, and foster youth students, during the school day. This specific action/service is principally directed towards and effective in, increasing or improving outcomes for at risk, low income, English learners, foster youth through Read 180 courses. The addition of these Read 180 courses at each school site will increase the capacity of staff to better identify and serve struggling readers. Supplemental curriculum and materials will be supplied as needed. This action/service will also provide additional instructional assistants at all school sites, and is principally directed to increase services and supports directly to at-risk, low income, English learners, and foster youth to increase student engagement and academic achievement.

Parent and Community Engagement

Resources will be allocated to develop strong parent and community education. These resources will help increase parent involvement and education, especially for low-income families, and parents of English learners and foster youth, by providing a parent liaison to facilitate meetings that will teach the necessary skills to support their children's health, safety, and academic success. PIQE (Parent Institute for Quality Education) classes have been added to create partnerships between parents, students, and educators to further students' academic achievement. Resources will also provide translation services, translation devices, and child care when appropriate.



Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 4,634,533.00 | 3,708,456.02 | 4,646,074.00 | 5,493,136.00 | 5,841,673.00 | 15,980,883.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental and Concentration | 4,634,533.00 | 3,708,456.02 | 4,646,074.00 | 5,493,136.00 | 5,841,673.00 | 15,980,883.00 |
| Title I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|----------------|----------------|----------------|--|
| Object Type | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 4,634,533.00 | 3,708,456.02 | 4,646,074.00 | 5,493,136.00 | 5,841,673.00 | 15,980,883.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 2,020,682.00 | 1,730,173.02 | 1,914,068.00 | 1,914,068.00 | 1,914,068.00 | 5,742,204.00 |
| 2000-2999: Classified Personnel Salaries | 1,309,218.00 | 1,029,986.00 | 1,280,414.00 | 1,280,414.00 | 1,280,414.00 | 3,841,242.00 |
| 3000-3999: Employee Benefits | 0.00 | 0.00 | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 4000-4999: Books And Supplies | 1,014,133.00 | 713,299.00 | 1,131,592.00 | 1,888,654.00 | 2,128,191.00 | 5,148,437.00 |
| 5000-5999: Services And Other Operating Expenditures | 37,500.00 | 5,520.00 | 20,000.00 | 98,000.00 | 0.00 | 118,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 253,000.00 | 229,478.00 | 297,000.00 | 312,000.00 | 519,000.00 | 1,128,000.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|--------------------------------|---|---|----------------|----------------|----------------|--|
| Object Type | Funding Source | 2016-17 Annual Update Budgeted | 2016-17 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 4,634,533.00 | 3,708,456.02 | 4,646,074.00 | 5,493,136.00 | 5,841,673.00 | 15,980,883.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Special Education | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 2,020,682.00 | 1,730,173.02 | 1,914,068.00 | 1,914,068.00 | 1,914,068.00 | 5,742,204.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 1,309,218.00 | 1,029,986.00 | 1,280,414.00 | 1,280,414.00 | 1,280,414.00 | 3,841,242.00 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 0.00 | 0.00 | 3,000.00 | 0.00 | 0.00 | 3,000.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 1,014,133.00 | 713,299.00 | 1,131,592.00 | 1,888,654.00 | 2,128,191.00 | 5,148,437.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 37,500.00 | 5,520.00 | 20,000.00 | 98,000.00 | 0.00 | 118,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 253,000.00 | 229,478.00 | 297,000.00 | 312,000.00 | 519,000.00 | 1,128,000.00 |

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

Total Expenditures by Goal

| Goal | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
|---------------|----------------|----------------|----------------|--|
| Goal 1 | 3,238,219.00 | 3,964,781.00 | 4,304,318.00 | 11,507,318.00 |
| Goal 2 | 118,687.00 | 148,687.00 | 148,687.00 | 416,061.00 |
| Goal 3 | 1,107,126.00 | 1,137,112.00 | 1,146,112.00 | 3,390,350.00 |
| Goal 4 | 182,042.00 | 242,556.00 | 242,556.00 | 667,154.00 |

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