Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Lemoore Union Elementary School District	Cheryl Hunt Superintendent	cherylhunt@myluesd.net (559) 924-6800

2017-20 Plan Summary

The Story

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

The vision of the Lemoore Union Elementary School District is focused on Teaching, Learning and Inspiring by being our best and doing our best. Our Mission is to do whatever it takes to ensure that every child is empowered with the skills and knowledge necessary to be successful in life. The Lemoore Union Elementary School District Board of Trustees along with district administration and key stakeholders developed the district's goals, indicators, beliefs and values to guide our district in serving the students in our community. The District acknowledges that our fundamental responsibility and the reason we exist is to ensure that our students acquire the knowledge and skills essential to achieving their highest level of learning and academic success. The District believes the highest levels of learning and achievement are directly correlated to a focus on and a commitment to the learning for each student supported by a collaborative process and culture. The District is committed to working as a Professional Learning Community, in which team members work interdependently to achieve learning outcomes and achievement goals for our students and all team members are mutually accountable, enabling us to more effectively focus on Good First Instruction, Intervention, and Academic Progress Data which is crucial for supporting academic growth and success for each and every student.

The Lemoore Union Elementary School District (LUESD) is located in the city of Lemoore in Kings County which is nestled in the heart of the San Joaquin Valley. Lemoore is an intimate farming community of 26,000 (pop.) with a Naval Air Station located just 7 miles west of town and is home to the Super Hornet F-18 Fighter Squadrons. Lemoore is centrally located in California approximately 3 hours north of Los Angeles and 3 hours southeast of San Francisco. The Central Valley stretches from Redding to Bakersfield and is internationally known as the largest fertile valley in the world. The district is comprised of four elementary (K-6) schools, a charter school (5-8), one middle school (7-8) and Bridges Academy an alternative education school serving 6-8 grade students. LUESD provides kindergarten through eighth grade education for most of the city. It operates the following elementary schools: Cinnamon Elementary, P.W. Engvall Elementary, Lemoore Elementary, Meadow Lane

Elementary, and University Charter School. Liberty Middle School supports our 7-8th grade student population. Most students attend 9th through 12th grades at Lemoore High School with a small population attending the Middle College program located on the West Hills College campus. West Hills College is a community college based in Coalinga, California that currently operates a comprehensive campus in Lemoore. California State University, Fresno, and Fresno Pacific University are located within an hour from Lemoore.

Since 2014, enrollment at LUESD has hovered near 3,200 students with an average daily attendance in the upper 3,000s. LUESD strives to maintain lower class sizes. In 2016, kindergarten classes averaged a class -size of 24; first grade averaged 21 students; second and third grades averaged 24; fourth grade and fifth grade, 28 students; and sixth grade, 25 students. Middle school classes operated at an average of 25 for both seventh and eighth grade.

There are currently 156 teachers employed in grades TK-8. A minimal number of para-professionals are employed with most of those filling part-time positions. Our elementary schools have a principal and a learning coordinator, and Liberty Middle School has two assistant principals. There are 12 site administrators and a small management team of five. The district employs two psychologists, one behavioral specialist, five full time counselors and one part-time counselor, and five ELD teacher specialists. The district is further supported by regional Migrant Education services from Tulare County Office of Education. The district maintains six special day classes, and employs seven resource specialist program teachers.

The LUESD staff are dedicated to serving the students of Lemoore and are guided by the district's goals, beliefs and values as noted below.

GOALS AND INDICATORS

The long-range Goal Areas of Lemoore Union Elementary School District are the following:
- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment
- Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

BELIEFS AND VALUES
- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

LCAP Highlights

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

The Lemoore Union Elementary School District is focused on high achievement and equity for all students. The areas of emphasis for the district include the areas that mirror the state indicators found on the California Dashboard: Chronic Absenteeism, Suspension Rate (K-12), English Learner Progress (K-12), English Language Arts (3-8) and Mathematics (3-8). Below is a snapshot from the 2016-17 California Dashboard of the current status and change used to come up with the performance of the overall student group within each indicator. The actions and services of the LCAP aim at improving student performance and achievement in these identified areas. This year's LCAP continues to focus on the needs of our unduplicated population by providing services that will help all students succeed while targeting students that may be struggling academically and behaviorally (Goal #1, Actions #1-5). Our goals and actions focus on how we will provide core programs for all students as well as interventions for students in need of assistance. (Goal #2, Actions #2-5, 7, 9; Goal #3, Actions #1-2) Continued professional development in the areas of English, math and English language development, staffing, materials and supplies acquisitions and assessment supports will be funded to increase services for all students with an emphasis on unduplicated pupil groups. (Goal #2, Actions #1, 6, 8)

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.2%	Declined -0.4%
English Learner Progress (1-12)		Low 66.9%	Declined -6.3%
English Language Arts (3-8)		Low 17.6 points below level 3	Declined -6.6 points
Mathematics (3-8)		Low 39.6 points below level 3	Maintained -0.9 points

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Review of Performance

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

Greatest Progress

The information for the table below was gathered from the California School Dashboard. Lemoore Union Elementary School District made good progress on the suspension rate for multiple student groups including: English Learners, Socioeconomically Disadvantaged, Hispanic, White, and Students w/Disabilities. Although the status is high for many of these groups, progress is being made in decreasing the suspension rate. In math, student groups including English Learners, White Students and All Students maintained their progress from last year; these groups showed a significant decrease the previous year. The Filipino student group showed a good increase toward their grade level targets. Students, overall, made progress in the math and suspension indicators.

In addition, our school climate surveys indicate 94% satisfaction rate regarding our school staff, programs and progress. Our stakeholders agree that we have an exceptional district, staff and student population. To maintain and build upon our progress, we will continue to provide a relevant, engaging and challenging curriculum with high quality teaching and support services to ensure all students will succeed at high levels.

Mathematics Assessment			
Group	Student Performance	Status	Change
All Students	Orange	Low	Maintained (-0.9 pts)
English Learners	Orange	Low	Maintained (+0.2 pts)
White	Yellow	Medium	Maintained (+0.5 pts)
Filipino	Green	High	Increased (+6 pts)
EL - Reclassified Only		Medium	Maintained (+2.6 pts)

Suspension Rate			
Group	Student Performance	Status	Change
All Students	Yellow	High	Declined (-0.4%)
English Learners	Green	Medium	Declined (-0.7%)
Socioeconomically Disadvantaged	Yellow	High	Declined (-0.9%)
Students w/Disabilities	Yellow	Very High	Declined Significantly (-5.3%)
Hispanic	Yellow	High	Declined (-0.4%)
White	Yellow	High	Declined (-0.8%)
Two or More Races	Yellow	High	Declined (-1.2%)

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

Greatest Needs

The Academic Indicator (ELA and Math) and the English Learner Progress Indicator are in the "Orange" performance category.   The ELA portion of the academic indicator showed the greatest regression. Overall student performance at grade level decreased from 48% to 44% in 2016-17. Although the math portion of this indicator is at "Orange", the overall student group did improve their performance by 1% from 33% to 34% in 2016-17. The district is providing support to improve performance in both of these areas. All elementary schools implemented guided reading in 2016-17 to provide differentiated instruction in reading. This will be bolstered with a continued emphasis on reading professional development. The 95 Percent Group (consulting group) will work with our teachers and administrators in 2018-19 to provide in-depth training on reading instruction in the primary and intermediate grade levels as well as improving decision-making in reading instruction by understanding the reading progression from K-6th grade. Teachers will also learn how to use reading data (e.g. DIBELS) to pinpoint student reading skills that need further development. (Goal #2, Action #1,9)

In math, teachers received training on October 30th in the area of the mathematical practices and how to use these practices to create richer mathematical experiences for students. This work, like the work in ELA, is being supported by a revision of the guaranteed and essential standards selections at each grade level. This will allow each teacher to teacher each standard at a deeper level with increased rigor and additional time for academic intervention. (Goal #2, Action #1)

Finally, the EL student group realized a 6.3% decrease according to the English Learner Progress Indicator. Although we have had two years of excellent reclassification rates (35.4% (261 of 737) of our EL students were reclassified in 2015-16 and 20% (104 of 518) of EL students were reclassified in 2016-17), we need to continue to make annual progress with students who have typically later been considered Long Term English Learners (LTEL). Our teachers and administrators will be receiving coaching support in 2017-18 from the English Learner Group to provide language supports to students school-wide as well as have a better understanding of how to integrate the language standards with the content standards so that students are accountable for advancing their academic language practice throughout the school day. (Goal #2, Action #1,5)

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		10	4
English Learner Progress (1-12)		1	1
English Language Arts (3-8)		10	7
Mathematics (3-8)		10	7

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

Performance Gaps

Two student groups stand out as having the greatest need in the district: Foster Youth and Students with Disabilities. The foster youth student group performed at the "Red" level in the academic indicator (includes ELA and math) and the suspension indicator. For both ELA and math, the 16 students that comprised this group in grades 3-8 had an overall average decline of 13.1 points and

0.7 points from their progress last year in ELA and math, respectively. In 2015-16, the student group was not large enough to show their progress on the California School Dashboard. According to the suspension indicator, the foster youth student group had 56 students in grades TK-8th. Of this group, the suspension rate was high at 19.6% which was a 5.5% increase from the 2015-16 school year. After reviewing the academic, attendance and behavioral data for this student group from the past two years, it is clear that our foster youth students need social-emotional and behavioral supports. Due to a performance level of "Red" in two indicators (i.e. academic and suspension), the district was identified for Differentiated Support. For 2018-19, each school's counselor will begin the school year by working with our small group of foster students to help them make connections with the people at the school, establish relationships and connect them to the school through increased participation in music, sports, clubs and other school-specific activities (Goal #1, Action #1, #4). Foster youth will also be given priority to attend the afterschool program to help extend their learning opportunities every day, receive support for homework and participate in enrichment activities every afternoon. Foster Youth will also receive opportunities for tutoring support after school or on the weekends from outside tutoring companies which will be paid for out of Title I in addition to academic supports that are provided during the school day. Lastly, the District will join a consortium to share foster youth information through Foster Focus with surrounding districts and human services agencies. This will improve the communication between the entities that are working to support these students to ensure alignment of goals, building a strong support system for each child and maintaining and improving existing services to support these students.

As a group, students with disabilities, similarly performed at a "Very Low" level on the academic indicator. Their average decrease from their performance the previous year was 7.9 points in ELA and 1.4 points in math. This student group continues to lag behind the overall student group performance. Professional development will continue to be provided to all teachers to support students in the area of reading through continued implementation of guided reading groups and by learning more about reading instruction and the related reading progression in the primary grades to support students reading on grade level.   Through this improvement of core instruction and academic supports, students with disabilities, foster youth and all other student groups will receive appropriate targeted academic supports (Goal #2, Actions #1-9).

Other student groups who showed the greatest needs according to the Dashboard data included our African American student group and Homeless student group with an increase of 2.2% and 3.9%, respectively, in their suspension rates compared to the 2015-16 school year. This increase is in addition to an already high rate of suspension for both groups. Liberty Middle School has instituted a Positive Behavior Interventions and Support (PBIS) system to provide timely, targeted behavior supports similar to the academic RTI model. The elementary schools will continue to develop their behavior support system including the use of intermediate and intense behavior supports for students in-need of social-emotional supports as well as students who are at-risk of ongoing disciplinary issues that may lead to suspension. The planned behavioral and health services (Goal #1, Actions #1-4) will also play an integral role in providing students in need with appropriate health and behavioral supports.

English Language Arts Assessment			
Group	Student Performance	Status	Change
Students with Disabilities	Red	Very Low	Declined (-7.9 pts)
Foster Youth	Red	Very Low	Declined (-13.1 pts)

Mathematics Assessment			
Group	Student Performance	Status	Change
Students with Disabilities	Red	Very Low	Maintained (-1.4 pts)
Foster Youth	Red	Very Low	Maintained (-0.7 pts)

Suspension Rate			
Group	Student Performance	Status	Change
African American	Red	Very High	Increased Significantly (+2.2%)
Foster Youth	Red	Very High	Increased Significantly (+5.5%)
Homeless	Red	High	Increased Significantly (+3.9%)

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

Increased or Improved services

LUESD will continue focused attention on professional development supports in ELA, Math and ELD (Goal #2, Action #1, 5, 6) in order to bridge the gaps identified utilizing the California dashboard results. Focused attention to refining the Response to Intervention (RTI) systems (Goal #1, Action #1-4; Goal #2, Action #2, 4, 5, 8, 9) and structures at our sites along with PBIS development through ongoing counseling support (Goal #1, Action #1, 4) will guide our efforts in improving services and outcomes for our students.

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	$34,730,851.24
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$5,553,711.00

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

The Lemoore Union Elementary School District implements its strategic vision toward improving student outcomes and empowering each of our students with the skills and knowledge necessary to be successful in life. The District supports the continuous improvement of all student's academic achievement and social behavior and makes every effort to maintain fiscal solvency. A majority of the districts general fund revenues, $25M (80%), is used to maintain personnel costs. The district is facing increased costs related to minimum wage requirements, employee pensions and underfunding of programs such as special education but the district continues to contribute annually to sustain the following programs:

Bridges Academy $144,306
Instructional Materials Fund $175,000

New Teacher Induction $105,000
Operational Technology $200,000
Home to School Transportation $341,573
Special Education $1,742,322
Routine Restricted Maintenance $1,000,000
Deferred Maintenance $200,000
Middle School Music Program $140,633
Middle School Athletic Program $50,125

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$29,498,244

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Provide a safe and nurturing learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Average Daily attendance rate **17-18** 1. Average daily attendance will be: 96.45% **Baseline** 1. Average daily attendance rate 2016: 96.4%	1. Average Daily Attendance- We were just shy of our goal of increasing average daily attendance rate to 96.45%. We are still maintaining within the 96% range. 2012-13 - 94.9% 2013-14 - 95.6% 2014-15 - 96.2% 2015-16 - 96.4% 2016-17 - 96.23%
Metric/Indicator 2. Chronic Absenteeism rate **17-18** 2. Chronic absenteeism rate will be: 7.3% **Baseline** 2. Chronic Absenteeism rate 2016: 7.4%	2. Chronic Absenteeism Rate- Data indicates a decrease in percentage of students chronically absent from 2014-15 as staff began more coherent monitoring and data review efforts following the 2014-15 school year. The data has maintained during the 2015-16 and 2016-17 school years within the 7% range. Comparative analysis indicates that the district is well below the Kings County Chronic Absenteeism Rate of 9.9% and the State Wide Chronic Absenteeism Rate of 10.2% per Dataquest reports. 2014-15 - 8.9% 2015-16 - 7.4% 2016-17 - 7.8%

| | Expected | | Actual |

<table>
<tr><td colspan="2">Expected</td><td colspan="2">Actual</td></tr>
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Expected

Actual

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Lemoore Union Elementary	3,555	279	7.8%
Kings County	30,687	3,049	9.9%
Statewide	6,405,496	694,030	10.8%

Metric/Indicator
3. Suspension rate (District)

3b. Suspension rate (African American)

17-18
3. District suspension rate will be: 3.998%

3b. Suspension rate (African American): 8.0%

Baseline
3. Suspension rate 2014-15 (District): 4.0%. PER CDE Data

3b. Suspension rate: 8.4%

3a. The suspension rate as indicated by the California Dashboard indicates 4.0% and the district has a yellow status rating with a status change of a .4% declince from the previous year. The 2017-18 data has not been received in order to determine if this goal has been met.

3b. African American Suspension rate has a red status rating and overall data has increased significantly at +2.2%.

Suspension Rate (K-12)

African American   156   Very High   Increased Significantly
                                       13.5%   +2.2%

Metric/Indicator
4. Expulsion rate

17-18
4. Expulsion rate will be: 0.398%

Baseline
4. Expulsion rate 2014-15: 0.4%.
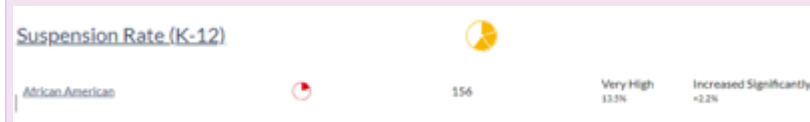
4. The expulsion rate per Dataquest increased during the 2016-17 in comparison to the previous year and baseline data utilized. This is attributed to 21 expulsions which occurred during the 2016-17 school year. Current 2017-18 data indicates a total of 14 expulsions. This is lagging data with 2017-18 data not yet available.
2014-15- .40% - 14 students
2015-16- .37% - 13 students
2016-17- .59% - 21 students
2017-18 -   -14 students pending school year final data.

Metric/Indicator
5. Middle school drop out rate

17-18
5. Maintain Middle School Drop out rate at 0%

5. The middle school drop out rate has maintained at 0.

Expected	Actual
Baseline 5. Middle School Drop out rate 2014-15: 0%	
Metric/Indicator 6. Pupils, parents and staff surveys. **17-18** 6. A 93.2% satisfaction rate in the area of safety and student connectedness will be reported as measured by surveys. **Baseline** 6. Our 2016 survey results indicate a 93% satisfaction rate in the areas of safety and school connectedness.	6. Satisfaction in the area of safety. Staff: 87.2% Agree, 8.8% Neutral, 3.9% Disagree Students: 71.5% Agree, 21% Neutral, 7.5% Disagree Parents: 84.8% Agree, 12.7% Neutral, 2.4% Disagree Satisfaction in the area of school connectedness. Staff: 86.3% Agree, 12.7% Neutral, 1% Disagree Students: 63.1% Agree, 28.4% Neutral, 8.5% Disagree Parents: 83.5% Agree, 13.7% Neutral, 3% Disagree
Metric/Indicator 7. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district **Baseline** Not applicable.	7. N/A

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.1 Action Update: All Elementary schools have a dedicated counselor. Action Evaluation: Priority 6- School Climate: Suspension rates at the elementary schools with full time counselors indicated that suspension rates decreased at each of the elementary schools as	Elementary Counselor Certificated Salary & Benefits Supplemental and Concentration $476,122	Elementary Counselor Certificated Salary & Benefits Supplemental and Concentration $488,499

| | follows: Meadow Lane: 4.3% to 3.0%, Lemoore Elementary 3.0% to 2.7%, Engvall 3.3% to 1.7%, and Cinnamon 4.3% to 2.1%. (Dataquest) | | |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Provide nursing services, including registered nurses and licensed vocational nurses	1.2 Action Update: Two registered nurses and four licensed vocational nurses serve the children at six sites in the district including Liberty Middle School, Cinnamon, Engvall, Lemoore and Meadow Lane Elementary Schools and Bridges Academy. Action Evaluation: Priority 5- Pupil Engagement Average Daily Attendance 2012-13 - 94.9% 2013-14 - 95.6% 2014-15 - 96.2% 2015-16 - 96.4% 2016-17 - 96.23% Priority 5- Pupil Engagement Average Daily Attendance: Nurses support follow-up calls to families regarding absences. They encourage families to bring children to school to be examined and cleared to attend. 2014-15 Chronic Absenteeism- 8.9% 2015-16 Chronic Absenteeism- 7.4% 2016-17 Chronic Absenteeism- 7.8% The chronic absenteeism rate for foster children was 8.1%	RN Certificated Management Salary & Benefits Supplemental and Concentration $108,223 LVN Personnel Costs Classified Salary & Benefits Supplemental and Concentration $305,961 RN Certificated Management Salary & Benefits Base $113,811	RN Certificated Management Salary & Benefits Supplemental and Concentration $110,064 LVN Personnel Costs Classified Salary & Benefits Supplemental and Concentration $295,195 RN Certificated Management Salary & Benefits Base $116,923

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.3 Action Update: The Kings County Health Department is contacted for assistance obtaining copies of immunizations or if the student needs immunizations. Social workers are contacted for assistance with foster parents regarding health concerns that need to be addressed. Social workers are also contacted when there is an emergency and foster parents cannot be reached. The LUESD Administration are actively participating as members of the KCEAC. Meetings attended on December 8, 2017, February 9, 2018 and May 11, 2018. Action Evaluation: Priority 5 - Pupil Engagement	Cost included in RN salaries. $0	Cost included in RN salaries. $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Provide counseling and administrative intervention services for middle school pupils	1.4 Action Update: 1 FTE Assistant Principal & 1 FTE Counselor providing administration and counseling support at the Middle School. Individual and group counseling services are available to all students. Action Evaluation: There has been an overall improvement in school climate as measured by recent survey data and suspensions and expulsions. According to a 2015-16 survey (129 responses), 91% of parents believe that Liberty Middle	LMS Counselor Costs Certificated Salary & Benefits Supplemental and Concentration $115,187	LMS Counselor Costs Certificated Salary & Benefits Supplemental and Concentration $130,192
		LMS Assistant Principal Costs Certificated Salary & Benefits Supplemental and Concentration $133,250	LMS Assistant Principal Costs Certificated Salary & Benefits Supplemental and Concentration $136,774

School (LMS) is moving in the right direction , 95% feel welcome at LMS , 88% believe the campus is safe, 91% believe that administrators are responsive to the needs of children, 92% believe that support staff is responsive to the needs of children, as compared to the 16-17 Survey, 97% of parents believe that Liberty Middle School (LMS) is moving in the right direction, 98% feel welcome at LMS, 94% believe the campus is safe, 94%) believe that administrators are responsive to the needs of children and 94%) believe that support staff is responsive to the needs of children.

Priority 6 - School Climate
Suspension Rate
2012-13 - 18.2%
2013-14 - 15.1%
2014-15 - 8.3%
2015-16 - 8.3%
2016-17 - 11.3%
Expulsion Rate
2012-13 - 3.3%
2013-14 - 5.4%
2014-15 - 2.2%
2015-16- 2.9%
2016-17- 3.03%
The assistant principal and counselor are focused on identifying and intervening with pupils that have behavior concerns. The counselor works with site administration to promote positive connections among pupils, especially new arrivals. In addition, the site has been a part of the PBIS cohort with Lemoore High

| | School and is wrapping up year 3 of a 3 year cohort. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.	ACTUAL 1.5 Action Update: After school sports are offered at all elementary schools and the middle school. Sports include football, volleyball, basketball, soccer, softball, and baseball. Winter Percussion and Winter Guard are offered at the middle school. Action Evaluation: Priority 5 - Pupil Engagement Among the students that participate in after school activities, the chronic absenteeism rate is 3.26% as compared to 3.43% in the previous year. In comparison to the general population of 7.8%. Of the 367 after-school participants, 80.7% had excellent attendance (95%-100% attendance).As compared to 79.6% in the previous year.	Personnel Costs certificated coaching stipends and benefits Supplemental and Concentration $22,150 Materials Supplemental and Concentration $5000 Transportation - Services & Other Operating Supplemental and Concentration $3,500 City Field Rental- Services & Other Operating Supplemental and Concentration $1,650 Classified coaching stipends and benefits Supplemental and Concentration $7,500	Personnel Costs certificated coaching stipends and benefits Supplemental and Concentration $17,288 Materials Supplemental and Concentration $1587 Transportation - Services & Other Operating Supplemental and Concentration $1,250 City Field Rental- Services & Other Operating Supplemental and Concentration $140 Classified coaching stipends and benefits Supplemental and Concentration $9,498

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody	1.6 Action Update: Each school site has been equipped with the visitor screening program in order to obtain critical visitors and volunteer data. This has created a more efficient and effective district	Raptor Visitor Management Renewal - Services & Other Operating Supplemental and Concentration $3,500	Raptor Visitor Management Renewal - Services & Other Operating Supplemental and Concentration $4,165

issues, visitors, students, faculty and volunteers.	system so as to provide a safer learning environment. The system is designed for visitor and volunteer screening and tracking. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers. It also maintains a record of volunteer/chaperone participation to support tracking of Priority 5 parent engagement .
	Action Evaluation: Total parent/guardian support via our Raptor system equals 415 of which 172 are cleared volunteers and 243 are chaperones. This data is comparable to the 2016-17 data with 421 of which 178 were cleared volunteers and 243 were chaperones.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.	1.7 For the 2017/18 school year, 2307 truancy and excessive excused absence letters were mailed home. This resulted in 303 parent conferences being held district-wide regarding attendance concerns.	School Innovations & Achievement (Attention 2 Attendance) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $21,800	School Innovations & Achievement (Attention 2 Attendance) Supplemental and Concentration $21,800

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.

Action areas as outlined have been implemented with focus on reaching goals as established. Attendance rates have continued to remain stable at 96% and chronic absenteeism has maintained in the 7% range well below the county and state percentages. Promoting positive attendance via the implementation of Attention 2 Attendance has provided an additional support service in order to engage with families and encourage attendance on a regularly basis.

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

In all actions areas as noted, the district is striving to meet or exceed goals as identified with progress growth in many areas including a decrease in chronic absenteeism from 8.9% in 2014-15 to 7.4% in 2015-16. Our data in 2016-17 per Data quest indicates a 7.8 % Chronic absenteeism rate. We are maintaining at 7% and believe the addition of the Attention to Attendance program has supported positive parent notification regarding student absences and parent conferences. Although many of the data metrics are lagging indicators we see that the outlined actions are making a positive impact as demonstrated by a decrease in suspension rates from 15.1% to 11.3% and expulsion rates decreasing from 5.4% to 3.03% in the middle school. Elementary suspension rates have also been reduced: Cinnamon Elementary 4.3% to 2.1%, Lemoore Elementary 3.0% to 2.7%, Meadow Lane 4.3% to 3.0% and P.W. Engvall 3.3% to 1.7%. (Dataquest)

Pupil Engagement - Average Daily Attendance experienced growth from 96.2% to 96.4% in 2016 and currently data indicates a 96.23% rate with the district maintaining at 96%. Actions and services are supporting the overall maintenance of our ADA rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Elementary Counseling actual expenditures increased by approximately $12k. This increase was due to collective bargaining agreement increases and statutory and health benefits costs.
1.2 Nursing services actual expenditures changed due to collective bargaining agreement increases and a reduction in cost of the LVN was due to a resignation/attrition of personnel
1.4 The actual expenditures increased for both positions due to collective bargaining agreement increases. The middle school counseling cost increase was more significant because the budgeted amount did not include health premium costs. This has been corrected for the annual update.
1.5 Actual expenditures changed due to more interest in coaching from classified staff rather than our certificated staff. Materials and transportation all came in less than budgeted. The soccer complex was only used for one event instead of every game so we also had a savings in our rentals budget.
1.6 Raptor visitor management system renewal cost remained $3500 however additional labels/name badges were ordered for approximately $700.

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

Based on current implementation efforts, the district will continue with a focus on the goals and actions as outlined in Goal 1: Provide a safe and nurturing learning environment. Data as illustrated above indicates in most areas positive progress in reducing chronic absenteeism, maintaining average daily attendance and providing general student support and these efforts will remain as described. Action 1.7 attendance communication system (Attention to Attendance) was added in 2017-18 to continue supporting our attendances efforts and this system will continue in the 2018-19 school year. Notable changes for the 2018-19 school year will be the addition of 1 LVN to support equitable service to our school sites. (Goal # 1 Action #2) This will bring the total dedicated nursing staff from four to five. In addition, for the 2018-19 school year, we will include .25 of the Learning Coordinators service time to support social emotional and behavior intervention monitoring. We believe this will provide additional monitoring of student social emotional needs. This will be added as Goal #1, Action #8 in the 2018-19 plan.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Maximize pupil achievement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. CAASPP - ELA and Math; Academic Indicators (CA Dashboard) **17-18** 1. Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are meeting or exceeding the grade level target in English Language Arts and Math as measured by state assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at least 5% as compared with 2016-17. CA Dashboard ELA Target: (Low/Increased) CA Dashboard Math Target: (Low/Increased)	1. Student progress in ELA and Math as measured by their performance on the 2016-2017 CAASPP include: ELA: 44% - decrease of 4% CA Dashboard ELA Academic Indicator: Orange (Low/Declined) Math: 34% - increase of 1% CA Dashboard Math Academic Indicator: Orange (Low/Maintained)

Expected	Actual
Baseline 1. ELA: 48% CA Dashboard ELA Academic Indicator (Status/Change): (Low/Increased) Math: 33% CA Dashboard Math Academic Indicator (Status/Change): (Low/Increased)	
Metric/Indicator 2. ELPAC (replacing CELDT); EL Progress Indicator (ELPI); **17-18** 2. Increase by 5% the number of English learners making progress towards English proficiency based on the 2017-18 ELPAC as compared to CELDT in 2016-17. EL Progress Indicator Performance: "Yellow" **Baseline** 2. Students who made positive improvement from 2015-16 (CELDT) to 2016-17 (CELDT): 45.9% EL Progress Indicator Performance: "Orange"	2. The California School Dashboard EL Progress Indicator (ELPI) performance continued in the "Orange" status for the fall of 2017. The status of students moving up at least one level on the CELDT changed from 68.2% to 66.9% which reflects a 6.3% decrease from the spring of 2017 to the fall of 2017. Note: The CELDT Annual Progress is a component of the California School Dashboard EL indicator and is not reported separately on the Dashboard. For the upcoming 2018-2019 school year, no students will take the summative CELDT assessment; instead, this will be replaced by the ELPAC summative assessment.
Metric/Indicator 3. District Reclassification **17-18** 3. Increase the EL reclassification rate from 35.4% to 35.5%. **Baseline** 3. 2015-16 reclassifications: 261 of 737 English Learners (35.4%)	3. 2016-2017 reclassifications included 110 of 542 English Learners for a reclassification rate of 20.3%. This rate follows a tremendous number of reclassifications in 2015-2016 for a total reclassification of 371 students over a 2-year span. Note: During the 2017-18 school year, students transitioned to taking the ELPAC in the spring of 2018 instead of the fall of 2017. LUESD is waiting for the results of the ELPAC which will not be available until late May of 2018. This information will lead to reclassifications at the beginning of the 2018-19 school year that would normally take place at the end of the previous school year.
Metric/Indicator 4. CAASPP Results	4. Using the 2016/17 CAASPP results, the achievement gaps between the following student groups (English Learners and English Only pupils, between English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils) as measured by CAASPP assessments are as follows:

	Expected	Actual

Expected | Actual

17-18
4. Achievement gap reduced by at least 3% between English Learners and English Only pupils, between English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as measured by State assessments.

Baseline
4. The achievement gap between English Learners (EL) and English Only (EO) pupils:
ELA: 14.3% (EL) to 49.1% (EO) - (difference of 34.8%)
Math: 11% (EL) to 34.9% (EO) - (difference of 23.9%)

The achievement gap between Hispanic (H) and White (W) pupils:
ELA: 44% (H) to 58% (W) - (difference of 14%)
Math: 28% (H) to 40% (W) - (difference of 12%)

The achievement gap between low-income (LI) and not-low-income (NLI) pupils:
ELA: 41% (LI) to 61% (NLI) - (difference of 20%)
Math: 27% (LI) to 44% (NLI) - (difference of 17%)

The achievement gap between English Learners (EL) and English Only (EO) pupils is:
ELA: 6.6% (EL) to 45.8% (EO) - (difference of 39.2%)
Math: 10.4% (EL) to 34.5% (EO) - (difference of 24.1%)

The achievement gap between Hispanic (H) and White (W) pupils:
ELA: 39.2% (H) to 52.9% (W) - (difference of 13.7%)
Math: 30.2% (H) to 43% (W) - (difference of 12.8%)

The achievement gap between low-income (LI) and not-low-income (NLI) pupils:
ELA: 36% (LI) to 59.3% (NLI) - (difference of 23.3%)
Math: 27.2% (LI) to 46.9% (NLI) - (difference of 19.7%)

Metric/Indicator
5. Credential Data

17-18
5. 100% of teachers will be appropriately assigned.

Reduce the number of teachers without a full credential by 25%.

Baseline
5. 100% of teachers are appropriately assigned.

23 teachers are without a full credential.

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5. 100% of the district's teacher were appropriately assigned in 2017-2018. There were 22 teachers without a full credential. This represents a 4.3% drop in teachers without a full credential compared to 2016-2017.

2017-2018 Teacher Totals
Clear Credential: 111
Preliminary: 23
Intern: 15
STSP: 4
PIP: 3

Metric/Indicator
6. Annual textbook resolution

17-18
6. There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.

Baseline
6. 100% of pupils are provided sufficient instructional materials in 2016-17.

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6. 100% of pupils had access to sufficient instructional materials in 2017-2018 as reported in the annual textbook board resolution on September 12, 2017.

Expected	Actual
Metric/Indicator 7. Facilities Rating **17-18** 7. All facilities will have a rating of good or better as reported in the Facilities Inspection Tool. **Baseline** 7. All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).	7. All facilities reported a rating of "Good" or better on the 2017-2018 Facilities Inspection Tool. Cinnamon Elementary: 99.75% and rating of "Good" Engvall Elementary: 98.96% and rating of "Good" Lemoore Elementary: 98.84% and rating of "Good" Meadow Lane Elementary: 98.89% and rating of "Good" Liberty Middle School: 98.42% and rating of "Good"
Metric/Indicator 8. Attendance at Parent-teacher Conferences Parent Survey Results Parent Participation **17-18** 8. Attendance at parent-teacher conference will increase to 91%. Parent survey submission will improve to 40%. Parents attending DELAC will increase by 25%. Parents attending SSC will increase by 25%. Parents attending PAC will increase by 25%. Parents attending "Superintendent's Coffee" will increase by 10%.	8. Attendance at parent-teacher conferences increased to 94.8%. Parent survey submission improved to 66% of parent respondents (1167 of 1766 of 4th-8th grade parents). Attendance at DELAC averaged six parents per meeting. Attendance at School Site Council averaged 3 parents per site. Attendance at Parent Advisory Committe averaged 4 parents per meeting. Parent participation at "Superintendent's Coffee" included 24 parents in the district.

	Expected	Actual
	Baseline 8. Parent teacher conference attendance is at 90% 37% of parents submitted the Parent Survey. Attendance at DELAC averaged six parents per meeting. Attendance at School Site Council (SSC) averaged 4 parents per site. Attendance at Parent Advisory Committee (PAC) averaged six parents per meeting. Parent representatives included students with exceptional needs. Parent participation at "Superintendent's Coffee" included 20 parents in the district.	
	Metric/Indicator 9. A-G pass rate, CTE, AP pass rate, and EAP **17-18** 9. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district. **Baseline** 9. A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.	9. N/A

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development.	2.1 Action Update: Professional Development was provided for all instructional staff on August 9, 10 and October 30. August 9th: Marzano Research - Using Questioning Sequences in the Classroom; Paraprofessional	Certificated Personnel Costs Salary & Benefits Supplemental and Concentration $196,905	Certificated Personnel Costs Salary & Benefits Supplemental and Concentration $182,626
		Classified Personnel Costs Salary & Benefits Supplemental and Concentration $12,757	Classified Personnel Costs Salary & Benefits Supplemental and Concentration $13,000

Maintain three professional development days added to the 2014/2015 school year.	Academy (differentiating instruction) August 10th: Guided Reading (TK-6); Designated ELD training; Paraprofessional Academy (literacy); PBIS, PLC and RTI (7-8); PBIS and Workshop time (5-8 at UCS) October 30th: Mathematics at Work (TK-6, 7-8th math dept); Designated ELD training; Authentic Literacy (5-8 for LMS and UCS teachers)		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Complete process by including kindergarten and transitional kindergarten students.	2.2 Action Update: chromebook rollouts to transitional kindergarten and kindergarten classes were extended to cover 394 TK and K students in 17 classrooms. All TK-6 grade classes now have chromebooks available (1:1 ratio) for every student to use in English Language Arts, math and English Language Development. All 7-8th grade students have a chromebook checked out to them for the entire school year that they use at school and at home. Future expenditures will be used for replacing older models of the chromebooks on a four-year cycle.	Chromebooks for grades TK & K & Replacements-Redistribution Model 4000-4999: Books And Supplies Supplemental and Concentration $350,000	Chromebooks for grades TK & K & Replacements-Redistribution Model Supplemental and Concentration $352,463

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).	2.3 Action Update: School schedules continue to incorporate the additional 15 minutes in the school day which have been used for additional math and ELA instruction.	Certificated Personnel Costs Salary & Benefits Supplemental and Concentration $273,099	Certificated Personnel Costs Salary & Benefits Supplemental and Concentration $216,255

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Provide summer school program.	2.4 Action Update: A four-week summer school program is provided from June 18-July 13 for students who are "academically at-risk" of not meeting grade level standards. Priority is provided to students reading at least two grade levels or more according to a combination of STAR reading scores, DIBELS, district benchmarks and running records in addition to students who are English Learners or have a learning disability where additional instruction will help support these students with the academic and language skills necessary to make improved progress. Summer school will provide support to 24 students in each grade level (K-6th) with 16 SDC students receiving support in SDC K-3 and SDC 4-6 classes. LI/FY summer school participants demonstrated an average of 13% growth on a pre-post summer school literacy assessment. K: 62.6% to 85.8% 1st: 70.7% to 82.7%	Personnel Costs Certificated Salary & Benefits Supplemental and Concentration $56,815	Personnel Costs Salary & Benefits Supplemental and Concentration $56,786
		Materials 4000-4999: Books And Supplies Supplemental and Concentration $10,000	Materials Supplemental and Concentration $10,000
		Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3000	Professional Development Supplemental and Concentration $3,000
		Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $7000	Transportation Supplemental and Concentration $7,000

2nd:70.8% to 91.1%
3rd: 42.9% to 49.8%
4th: 58% to 67.7%
5th: 56.6% to 70.9%
6th: 55.4% to 60.8%

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.	2.5 Action Update: Four elementary ELD teachers, one middle school ELD teacher and 13 ELD paraprofessionals provide support for English Learners throughout the district. ELD instruction is provided at a minimum of 30 minutes a day for each ELD student. 2017-18 ELPAC Overall Scores by School: Cinnamon: Level 1 - 15; Level 2 - 10; Level 3 - 20; Level 4 - 30 Engvall: Level 1 - 0; Level 2 - 0; Level 3 - 24; Level 4 - 39 Lemoore: Level 1 - 15; Level 2 - 10; Level 3 - 20; Level 4 - 30 Meadow Lane: Level 1 - 25; Level 2 - 20; Level 3 - 32; Level 4 - 52 Liberty Middle: Level 1 - 8; Level 2 - 14; Level 3 - 27; Level 4 - 13	5 Teachers-Certificated Salary & Benefits Supplemental and Concentration $561,146 13 Paraprofessionals -Classified Salary & Benefits Supplemental and Concentration $313,871	5 Teachers-Certificated Salary & Benefits Supplemental and Concentration $577,700 13 Paraprofessionals -Classified Salary & Benefits Supplemental and Concentration $326,140

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Continue to provide ongoing professional development and	2.6 Action Update: The resource teacher at the middle school	Personnel Cost - Certificated Salaries & Benefits	Personnel Cost - Certificated Salaries & Benefits

| support for middle school instructional staff. A resource teacher provides this service. (This action will be new 2.6 for 17-18 and subsequent years.) | continues to provide ongoing professional development and support for middle school teachers in ELA, math, science and social science. The resource teacher meets with teachers during their PLC time, models lessons, provides in-situational coaching and works with new teachers to improve their instruction.

Middle school CAASPP scores (15-16 to 16-17) per Dataquest:
ELA: maintained at 50% Standards Met/Exceeded
Math: increased from 34% to 39.66% Standards Met/Exceeded | Supplemental and Concentration $96,543 | Supplemental and Concentration $98,567 |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.	2.7 Action Update: Class size reduction is held to a 24:1 ratio in TK-3rd grade as demonstrated by the following averages: For 2017/18, the class averages are as follows: TK and K: 23.14:1 (17 classes) 1-3rd grade: 24.32:1 (46 classes)	CSR Teachers - Certificated Salaries and Benefits Supplemental and Concentration $1,352,331	CSR Teachers - Certificated Salaries and Benefits Supplemental and Concentration $1,534,512

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Provide data management system (EADMS Contract) and test item bank to track student	2.8 Action Update: EADMS and the test item banks are used to create the district benchmarks.	NWEA - Other Services 5000-5999: Services And Other Operating Expenditures	NWEA - Other Services Supplemental and Concentration $15,250

| | | Supplemental and Concentration $22,250 | |
| progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents. | Teachers also utilize the item banks to create common formative assessments (CFAs) to inform their classroom instruction on a regular basis. EADMS is used to upload state testing information such as CAASPP, CELDT and ELPAC data. This student data, in additional to local district and classroom assessment data from benchmarks and CFAs are reviewed and analyzed to make instructional decisions in the classroom, school and across the district. NWEA provides district assessments in ELA and math that help teachers identify skill development in each of these content areas to provide targeted instruction and intervention support. | EADMS- Adrylan Communications- Other Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $22,430 | EADMS- Adrylan Communications- Other Services Supplemental and Concentration $23,012 |

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Provide intensive reading intervention supports	2.9 Action Update: Intensive reading supports are available in K-6th grade through guided reading and reading intervention. Training for guided reading was provided through Educator Effectiveness Grant funding while school-wide reading intervention for Tier 3 intervention at the elementary schools was supported by other funds. All K-6th grade classes provided guided reading instruction for students on or below grade level throughout the week while reading intervention (pull-out program) is provided for	Professional Services MOU 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $15,000	Professional Services MOU $0

	elementary students who are reading two grade levels or more below their own grade. Students reading at grade level increased from August to May by the following as measured by STAR assessments: 1st: 20% to 58% 2nd: 32% to 65% 3rd: 37% to 64% 4th: 32% to 60% 5th:16% to 29% 6th: 19% to 33%

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.

Most of the action areas as outlined in this section have been implemented, as written, with a focus on reaching the described goals. Intensive reading supports have been provided in K-6th through professional development to staff as well as paraprofessional support in Tier 3 reading intervention. The professional development to help implement guided reading was paid for using Title II funds. All K-6th teachers are providing small group reading supports (Tier 2) in class through the use of guided reading (Goal #2, Action #9). Schools continue to provide Tier 3 supports with programs like Reading Mastery and Read Naturally. An additional paraprofessional at each elementary school was hired, using Title I funds, in 2017-18 to provide intensive reading support to a larger group of identified students (Goal #2, Action #9).

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

The district continues to work diligently to improve its performance in the areas outlined by the goals listed earlier in this section. The lagging academic indicator does not fully capture the effect of the services the district has put in place this year since the academic indicator data largely reflects progress as of May 2017. At the end of the 2016-17 school year, the district showed an overall decrease of 4% on the ELA CAASPP scores although the math CAASPP scores increased by 1%. The changes resulted in the district being placed in "Orange" on the academic indicator according to the CA School Dashboard. The CAASPP scores also resulted in an increased achievement gap between ELs and EOs and LI and NLI students in both ELA and math. The achievement gap between Hispanic and white students remained relatively the same.

Although the district still had 110 reclassifications in 2016-17, it followed a year with a tremendous amount of reclassifications (261 in 2015-16) which means the change aspect of the district's ELPI indicator was negatively affected and resulted in an ELPI indicator level of Orange. The district must have the same number (or more) of reclassifications and students moving one level on the CELDT (or ELPAC) in order for the indicator to continue showing positive progress.

The district continues to make positive progress having fully credentialed teachers and keeping its facilities in good condition. Instructional materials also continue to be provided to all students.

Increasing parent participation has been an emphasis. More parents participated in their children's parent-teacher conferences (increase from 91% to 94.8%) this year as well as provided feedback to the schools (survey participation increased from 40% to 66%). The parent survey data, however, indicated that over 54% of responding parents did not want additional opportunities for parent participation other than what was already in place. This may help explain why participants in DELAC, SSC and PAC remained relatively unchanged although the parent participatoin at the "Superintendent's Coffee" events did increase from 20 to 24 parents this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The changes in personnel cost were due to collective bargaining agreement increases.
2.7 was a change in personnel assigned to CSR. The district has one teacher in each grade level K-3 at each elementary site for a total of 16 teachers funded from LCAP to keep class average at or below 24:1. As these teachers progress in years of service and continuing education units, the placement on the salary schedule changes.
2.8 The NWEA assessments cost was reduced and invoices were less than budgeted.
2.9 The 15K budgeted for reading professional development was covered from the Title II entitlement. This item will be removed for 18-19 and will continue to be a part of the Title II professional development plan.

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 continue services with a focus on the goals and actions outlined in Goal 2: Maximize pupil achievement and success. The only change to the services listed is the shift of the $15,000 budgeted in the LCAP to Title II for these academic supports (i.e. guided reading) and reading professional development (i.e. foundational reading skills and strategies) (Goal #2, Action #9).

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

All pupils have access to broad range of courses.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Site administration reports Master schedule in middle school SEIS Reports	1. Actual: 100% of 4th - 8th grade pupils regularly receive social science and science instruction per the school's master schedule. 100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E per the school's master schedule. 100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and will have access to fine arts (i.e. music, band or choir) per each student's class schedule and the school's master schedule. 100% of English Learners receive daily Designated ELD support per each school's master schedule. 100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs. LI/FY summer school participants demonstrated an average of 13% growth on a pre-post summer school literacy assessment. K: 62.6% to 85.8% 1st: 70.7% to 82.7%

Expected	Actual

Expected   Actual

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17-18
1. 100% of 4th - 8th grade pupils will regularly receive social science and science instruction

100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E.

100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and will have access to fine arts

100% of English Learners will receive daily Designated ELD support.

100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.

LI/FY summer school participants will demonstrate an average of 14% growth on a pre-post summer school literacy assessment.

Baseline
1. 100% of 4th - 8th grade students received social science and science instruction.

100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E.

100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts

100% of English Learners receive daily Designated English Language Development support.

100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.

LI/FY summer school participants demonstrated an average of 13.1% growth on a pre-post summer school literacy assessment.

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2nd:70.8% to 91.1%
3rd: 42.9% to 49.8%
4th: 58% to 67.7%
5th: 56.6% to 70.9%
6th: 55.4% to 60.8%

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Metric/Indicator
2. Participation reports for music program

Master schedule in middle school

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2. Actual: 100% of 4th-6th grade students receive fine arts instruction. 100% of 4th grade students and 50% of the 5th and 6th grade group receive music instruction from one of the four music teachers via a pull-out music instructional block. The other 50% of students receive art instruction from a classroom teacher.

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Expected	Actual
17-18 2. 100% of 4th -6th grade students will receive fine arts instruction. Participation rates in music programs will increase by 2%. **Baseline** 2. 100% of 4th -6th grade students received fine arts instruction. 23.5% of middle school students are enrolled in the music program. 53.3% of 5th - 6th grade students participated in the music program.	5th and 6th grade student participation in the music program by school: Cinnamon: 75 out of 125 Lemoore El: 83 out of 163 Meadow Lane: 73 out of 171 Engvall: 92 out of 182 50% participation in grades 5th - 6th decreased from 53.3% this year when compared to 2016-17. 159 out of 609 middle school students participated in the music program. Middle school student participation in the music program in 2017-18 increased from 23.5% to 26% compared to the previous year.
Metric/Indicator 3. Report Cards **17-18** 3. 1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%. 4th - 8th grade pupils meeting or exceeding standards in social science, science, and fine arts will increase by 3% in each area compared with prior year. **Baseline** 3. 1st - 3rd grade pupils averaged the following on a 4-point scale by subject area: ELA: 2.41 Math: 2.49 P.E. 3.04 4th - 8th grade pupils meeting or exceeding standards on report card: Science (grades 4-8): 46% Social Science (grades 4-8): 56% Fine Arts (grades 5-6): 75%	3. Actual: 1st -3rd grade pupil averages for each content area after 2017-18 Trimester 2 were: ELA: 2.70 Math: 2.77 P.E.: 3.07 4th - 8th grade pupils meeting or exceeding standards on report card: Science (grades 4-8): 54% Social Science (grades 4-8): 55% Fine Arts (grades 5-6): 77%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year to enhance and improve engagement in the learning environment.	3.1 Action Update: 100% All second through sixth grade pupils receive instruction in history/social science, science and fine arts throughout the school year to enhance and improve student engagement. Professional development on the Next Generation Science Standards will be a focus in 2018/19 to continue to improve instruction in this content area.	This action is paid for through other funds. $0	This action is paid for through other funds. $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.	3.2 Action Update: Four music teachers continue to provide instruction to students in grades four through eight. Unique schedules are utilized at each elementary school to provide the instructional minutes to support music instruction in grades 4-6. Music instruction is provided to those students in 7th-8th grade who have music, choir or band in their schedule.	Music Teacher Personnel - Certificated Salary & Benefits Supplemental and Concentration $154,807	Music Teacher Personnel - Certificated Salary & Benefits Supplemental and Concentration $152,682
		Music Program Materials Supplemental and Concentration $29,000	Music Program Materials Supplemental and Concentration $19,000

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.

Action areas as outlined in this section have been implemented with a focus on reaching the described goals in Goal 3: All pupils have access to broad range of courses.

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

In most of the sections noted above, the district is meeting or exceeding its goals. All 4th-8th grade pupils receive social science and science instruction in addition to ELA and math. All 1st-6th grade students also receive fine arts (art or music) instruction in addition to physical education. All ELD students receive a minimum of 30 minutes of ELD instruction every day while all SDC and RSP students receive the services that are outlined in their IEPs. Students maintained the 13% growth on the summer school literacy assessment when compared to last year's growth.

All 4th grade students continue to receive music instruction while 5th and 6th grade students have the option to receive music or fine arts instruction. The participation rate of 5th-6th grade students decreased from 53.3% to 50% this year when compared to 2016-17. Middle school participation rates in the music department continue to grow increasing from 23.5% to 26% compared to the previous year.

1st-3rd grade pupil averages on the report card in ELA, math and PE continue to improve with an average of ELA improving from 2.41 to 2.70, math from 2.49 to 2.77 and PE from 3.04 to 3.07. 4th-8th grade pupils meeting or exceeding standards on the report card increased in fine arts from 75% to 77% and in science from 46% to 54% while social science dipped slightly from 56% to 55%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2 Personnel cost were less than budgeted due to attrition of personnel. Equipment replacements/repairs were less than anticipated for the music instruments.

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

Based on the planned actions, the district will continue with a focus on the goals and actions as outlined in Goal 3: All pupils have access to broad range of courses. The data describes progress in maintaining or improving access and participation in ELA, math, science, social science, PE and fine arts. Beginning in 2018-19, the district will hire four elementary PE teachers to help improve the quality of physical fitness instruction as well as improve student performance as measured by the physical fitness test (PFT).

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

After the approval of the 2017-18 LCAP, many groups have been engaged and involved in the implementation, review and revision of the document. We continued with our strategic decision to coordinate site single plans for student achievement (SPSA) with the district LCAP. The SPSA template aligned with the LCAP goals and therefore key areas of the LCAP were identified as part of the SPSA plans. Time was spend with administration and the Assistant Superintendent to complete this task of streamlined plans.

In addition, coordination between our Assistant Superintendent of Curriculum, Instruction and Categorical Programs along with our Director of Technology, Chief Business Official, Special Services Directors and site Principals met regularly to review LCAP implementation efforts and and establish a firm budget reviews throughout the year.

Beginning in January, 2017, we began the review process of our LCAP. This consisted of collecting and analyzing metrics and providing updates and reviews pertinent to our LCAP goals and expenditures. This time, provided us with the data and analytics to inform our decisions moving towards our LCAP revisions. The metrics both state and local were reviewed and presented during the following sessions.

1. The superintendent and/or the assistant superintendent shared plans for the 2017-18 LCAP and related information to the community during LUESD Board of Trustees open sessions: September 12, 2017, October 10, 2017, November 14, 2017, January 9, 2018, February 13, 2018, March 13, 2018. April 10, 2018.

2. Kings County Office of Education LCAP training sessions and meetings with the superintendent, assistant superintendent, and chief business official: October 26, 2017 and January 12, 2018.

3. Site administrators and district administrators discussed 2017-18 & 2018-19 LCAP actions, services, and program options during weekly administrator meetings throughout the school year.

4. Kings County Office of Education hosted a meeting with County Foster Youth Coordinators, Independent Living Program Manager, Kings County Behavioral Health Director, Attendance/Truancy and Probation Department staff with Assistant Superintendent and Director of Special Services along with Kings County Administrators. The meetings were held on December 8, 2017, February 9, 2018 and and May 11, 2018.

5. A teacher survey was conducted during one week in March 2018. Of the 157 teachers in the district, 102 responded.

6. Parent surveys regarding school climate and parent involvement were collected by each of the elementary schools and Liberty Middle School during the month of January 2018 with data presented to the School Board and community on February 13, 2018.

7. The superintendent and assistant superintendent met with the District Advisory Council (DAC) which includes teachers, classified personnel and administration representation from all school sites/departments: January 18, 2018, March 22, 2018 and May 24, 2018.

8. The assistant superintendent met with the District English Learner Advisory Committee (DELAC) which consists of parents representing site English Learner Advisory Committee (ELAC) representative and other parent/community members: October 25, 2017, December 6, 2017, February 7, 2018, March 2, 2018, May 16, 2018

9. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Teachers' Association (LETA) on November 7, 2017, January 16, 2018, April 24, 2018, May 31, 2018.

10. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Classified Association (LECO) on May 25, 2019, to review 2017-18 actions and services and share information about actions and services for 2018-19. Classified input was gathered to support 17-18 goals.

11. In January and February, the Superintendent met with parents, community members, classified and certificated staff at all district schools (4 elementary/LMS/UCS) to review current LCAP goals/services and programs as well as gather feedback and input for the 2018-19 plan.

12. A pupil survey regarding school climate and pupil engagement was gathered from 4th - 8th grade pupils during the month of January. Data gleaned from this survey was shared with the School Board and community during the February 13, 2018 meeting.

13. The superintendent and assistant superintendent met with the Parent Advisory Committee (PAC) and community members including Military Liaison on: October 24, 2017, April 17, 2018, and May 22, 2018. Feedback gleaned from the parent/community group provided support for next steps in the development of the 2018-19 LCAP annual update.

Impact on LCAP and Annual Update

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

1.1 The superintendent shared with the School Board and the public that there was consensus from the administrators, teachers, and parents based on data and feedback that increasing nursing services to ensure a dedicated nurse is deployed to each site is a priority. Nursing data studied over two years provided the necessary data to support this need for equitable services district wide (Goal#1, Action 2). Reading intervention is a high area of need in the district and should continued to be a priority. During the 2017-18 year the focus on a reading intervention program was a high priority with sites fine tuning their RTI systems with literacy in mind. There is support for interventions at grades K-6, with emphasis on K-3 pupils (Goal #2, Action #9). In addition, the purchase of 1:1 computer devices for TK-K grade were supported in the 2017-18 LCAP with the district reaching full implementation of one to one devices in the 2017-18 school year. This will remain a priority and a sustainability plan is in place. (Goal #2, Action #2).

1.2 Data shared throughout the year via Board meetings did not produce any expressed concerns regarding the 2017-18 LCAP goals and investments. There was consensus with goals established for the 2018-19 LCAP in relation to additional services that could be provided in alignment to the established goals. Additional services were made possible due the Governor's budget proposal fully funding the LCFF. Additions, to the LCAP include and additional LVN (Goal #1, Action #2), Learning Coordinators (.25) support for social emotional behavior interventions for at-risk students and monitoring supports (Goal #1, Action #8), and the addition of physical education teachers at the elementary level (Goal #3, Action #3).

2. KCOE LCAP training focused on leading the process of developing the LCAP by focusing on priorities, creating a common vision of student success, developing and monitoring metrics that measure progress towards goals. Emphasis was placed on engaging site administrators setting and/or adjusting 2018-19 outcomes.

3. The consensus of the administration was that reading intervention should continue to be a priority for inclusion in the 2018-19 LCAP (Goal #2, Action #9) although the funding source has been changed. Although addressing the needs of underachieving K-3 pupils is a significant concern, administrators also advocated for intervening with intermediate grade pupils. A plan for providing teachers with professional development for reading, including follow up support, was preferred over assigning reading specialists to individual schools. Administration stakeholders also supported adding Learning Coordinators with a (.25) with focused efforts on social emotional behavior intervention supports.(Goal#1, Action #8) In addition, based on a review of physical fitness data and DAC and PAC feedback, support was unanimous for physical education teachers at the elementary school level (Goal #3, Action #3).

4. The KCOE, KCEAC meeting focused on transitions to coordinate, collaborate, build capacity and systems county wide to meet the needs of Foster Youth (FY). This is necessary due to AB854 which requires restructuring of the Foster Your Services (FYS) program to the FYS Coordination Program. It also directs the County Office of Education away from providing direct services to more supplementary services through established coordination.
4.1 Mandates KCOE to create a Local inter-agency Executive Advisory Council (KCEAC)-Leadership group to develop the plan to be most effective to support identified FY in our county. LUESD to appoint KCEAC member to coordinate services for FY in 2016-17 and 2017-18 (Goal #1, Action #1).

5. The elements of the teacher survey that contributed to LCAP development were consistent with responses that students are learning at high levels given the structures and goals in place. In addition, based on responses and outcomes there is a need to maintain current core and supplemental programs and supports (Goal #3, Action #1).

5.1 I believe that ____ of my students can learn at high levels. 70.6% (All), 24.5% (80-90%), 4.9% (70% or fewer)

6. Elements of the parent survey were consistent with previous year responses and support to maintain current programs and services. The results of the elementary parent surveys, of which we received 1,253 responses, reflected very positive attitudes of parents towards school climate (State Priority Goal 6) and parent engagement (State Priority Goal 3). The results contributed to the decision to maintain counselor services (Goal #1, Action #1) for our elementary school pupils.

6.1 When I walk into the school, I feel the school is inviting and that this is a place where parents "belong." 83.3% Agree, 13.7% Neutral, 3% Disagree
6.2 The school's policies and programs reflect, respect, and value the diversity of the families in the community. 84.8% Agree, 12.7% Neutral, 2.4% Disagree
6.3 My involvement in my child's education is valued at my child's school. 84.4% Agree, 9.6% Neutral, 6.1% Disagree

6.4 In the past 12 months I have attended or participated in the following school events or meetings: 80.2% Parent Teacher Conferences, 67.6% Back to School Night and 60.7% Open House

7. Information about current year services and actions were shared with the District Advisory Committee (DAC). The DAC expressed support for the plan to continue to include intensive reading intervention in 2017-18 and maintain this focus in the 2018-19 school year (Goal #2, Action #9). They expressed appreciation regarding a district focus on data monitoring at the site level specific to literacy development. In addition, they were fully supportive of physical education teachers at the elementary site and the need for additional supports from the Learning Coordinator in the area of social/emotional behavior interventions. The DAC was very supportive of nursing services being provided equally amongst the elementary school sites. (Goal #1, Action #2)

8. District LCAP updates were provided at each DELAC Meeting (October 25, 2017, December 6, 2017 , February 7, 2018, March 2, 2018, May 16, 2018)
8.1 The Superintendent reviewed the LCFF and LCAP goals along with progress
8.2 The Assistant Superintendent presented academic data in regards to LCAP goals
8.3 The Assistant Superintendent reviewed survey data and advisory updates
8.4 The Assistant Superintendent presented updated district wide needs assessment data and outcomes from advisory meetings and surveys.
Parent expressed support for intensive reading intervention for grades K-8 in alignment with the district's literacy goals (Goal #2, Action #9) in addition to continuing the supports for ELD intervention (Goal #2, Action #5).

9. The superintendent shared information about actions and services in place for the 2017-18 school year with Lemoore Elementary Teachers Association (LETA) and the consensus among stakeholders was that all current goals and actions continue to be supported including reading intervention supports (Goal #2, Action #9), Nursing services was a priority area to ensure equity of services at the elementary level (Goal #1 Action #2), and physical education teachers per survey results have been a requested area of need as justified by physical fitness results in the district have remained flat (Goal #3, Action #3)

10. LECO union representatives (classified staff) expressed support for planned actions and services for the 2018-19 school year based on increased funding.

11. The consensus among participants at the school site meetings held in January and February, as gathered by both parents, classified and certificated staff in attendance was that priority should be given to reading intervention, specifically for primary grade pupils. They also supported the need to continue to explore elementary nursing supports and sustain counseling services at all the sites.

12. The results of the student survey showed high levels of pupil satisfaction with school climate and engagement:
12.1 I feel close to people at this school. Elementary (67% Agree, 25% Neutral, 7% Disagree) and Middle School (58% Agree, 34% Neutral, 8% Disagree)

12.2 I feel like I am a part of this school. Elementary (69.5% Agree, 22.7% Neutral, 7.7% Disagree) and Middle School (57.3% Agree, 32.6% Neutral, 10.2% Disagree)

12.3 I feel safe in my school. Elementary (76.6% Agree, 17.2% Neutral and 6.2% Disagree) and Middle School (64.4% Agree, 26.3% Neutral, 9.2% Disagree)

12.4 At my school, teachers treat children with respect. 74% Agree, 19% Neutral, 7% Disagree

The results of the student survey (grades 4-8) were very positive and supportive of continuing counseling and administrative intervention services for middle school students (Goal #1, Action #4):

12.5 Having a counselor at school makes me feel: 45% Good, 25% Safe, 30% No impact

12.6 Did speaking to your counselor help you? (Mark all that apply): 49% Yes, it helped, 43% I enjoyed speaking to my counselor, 50% I felt better, 14% It did not help me

13.   The superintendent reviewed the 2018-19 LCAP with the Parent Advisory Committee, (PAC). PAC members shared their support for continued emphasis on reading interventions. They were supportive of additional nursing services (Goal #1, Action 2) to ensure equitable services district wide. They expressed full support of implementing physical education teachers in the elementary schools (Goal #3, Action #3). They also shared their support for the Learning Coordinators to support social emotional behavior interventions, but also suggested all staff training in understanding social emotional needs of students (Goal #1, Action #8). It was shared that due to the Governor's proposal to fully fund LCFF, we have the fiscal ability to sustain these goal area additions for the 2018-19 school year and two subsequent years.

SUMMARY:

1. LUESD WILL PARTICIPATE ON THE KINGS COUNTY EXECUTIVE ADVISORY COUNCIL FOR FOSTER YOUTH SERVICES (GOAL #1, ACTION #1)

2. PROVIDE ADDITIONAL LVN NURSING SERVICES- ADDITION OF 1 LVN WHICH PROVIDES A TOTAL OF 5 LVN's TO SUPPORT HEALTH SERVICES DISTRICT WIDE (GOAL#1, ACTION #2)

3. CONTINUE TO EQUIP EACH SCHOOL WITH A VISITOR SCREENING SYSTEM AS AN ADDITIONAL SAFETY MEASURE (GOAL #1, ACTION #6)

4. CONTINUE TO PROVIDE MENTAL HEALTH SERVICE BY SUPPORTING FOUR ELEMENTARY SCHOOL COUNSELORS TO ENSURE THAT EACH DISTRICT SCHOOL HAS THIS FULL-TIME SERVICE
(GOAL #1, ACTION #1)

5. CONTINUE THE SUSTAINABILITY OF 1:1 COMPUTER DEVICES IN ALL DISTRICT SCHOOL 2018-19 (GOAL #2, ACTION #2)

6. PROVIDE INTENSIVE READING INTERVENTION TO UNDERACHIEVING PUPILS, ESPECIALLY IN GRADES K-3. (GOAL #2, ACTION #9)

7. LEARNING COORDINATORS UTILIZING .25 OF TIME TO SUPPORT SOCIAL EMOTIONAL BEHAVIOR INTERVENTIONS AND PROVIDE NECESSARY MONITORING (GOAL # 1, ACTION #8)

8. PROVIDE PHYSICAL EDUCATION TEACHERS AT THE ELEMENTARY SITES TO SUPPORT PHYSICAL EDUCATION MINUTE REQUIREMENTS (GOAL #3, ACTION #3)

LEA CONSULT FOR LCAP/ANNUAL REVIEW AND ANALYSIS - DETAILS:

1. Update information shared with the LUESD Board of Trustees:
1.1 Student discipline process and data, summer school enrollment and program information, Trimester 3 student academic progress data
1.2 Distribution of 1:1 electronic devices to TK-K grade pupils, and overall technology implementation process
1.3 The superintendent reported about the number and breakdown of pupils that were participating in after school sports, receiving counseling services, receiving nursing services, and participating in the fine arts program. The assistant superintendent shared results of the 2017 California Assessment of Student Performance and Progress (CAASPP).
1.4 The superintendent shared attendance data, emphasizing chronic absenteeism rates by grade level and school Steps to address chronic absenteeism were shared as well. The director of human resources shared information about extra curricular programs, concentrating on the recruitment and screening of coaches.
1.5 The assistant superintendent shared Trimester 1 & 2 student achievement data.
1.6 The assistant superintendent shared the results of pupil, staff and parent school climate and pupil engagement surveys.

2. An invitation to participate on the LUESD Parent Advisory Committee (PAC) was mailed to all LUESD parents in late summer. All respondents were notified of meeting dates and times for the school year.   Basic information about the Local Control Funding Formula and the LCAP were shared. A summary of the 2017-18 LCAP actions and services was shared. Parents asked about the distribution and use of Chromebooks in grades TK-K. Appreciation was expressed for counseling services (Section 2, Annual Update, Goal 1) and Nursing Services along with focused efforts regarding ensuring grade level reading proficiency by 3rd grade. Physical Education supports and Art professional development were areas of need. In addition, they expressed the need to provide math PD in specific grade levels rather than grade level spans.

3. The Parent Advisory Committee (PAC) was provided with a summary of 2017-18 LCAP initiatives, services, and programs. Committee members expressed desire for more parent nights (currently sponsored and planned by schools' parent organizations), they expressed a desire for social emotional training for staff to support continued development of positive culture and climates at the schools. They also expressed a desire to support physical education in the elementary school sites. They also recognized the need to provide equitable distribution of nursing services as the medical needs of the students have increased.

4.   Update information shared with LETA representatives:
4.1 Counseling and nursing services to pupils
4.2 Pupil participation in after school sports programs,
4.3 Chronic absenteeism rates
4.4 Student performance on California Assessment of Student Performance and Progress (CAASPP)
4.5 Pupil participation in band and choir programs; grades 5-8.
4.6 Trimester Progress Data
4.7 Reading Progress Data- STAR

5.   The assistant superintendent shared a brief overview of the elements of the Local Control Funding Formula and the LCAP; reviewed the 2017-18 actions and services being provided to pupils, staff, and parents; and the costs associated with each. Updates of the following actions/services were shared: counseling, nursing, extra-curricular participation, chronic absenteeism, professional development, and CAASPP results.

6. LECO union representatives and LETA representatives expressed support for 2018-19 actions and services being provided or offered, especially the counseling services, additional nursing services, and extra-curricular activities to ensure students are connected to school, behavior monitoring and social emotional support and physical education staff for the elementary sites.

8. A summary of 2018-19 services and actions was presented. Council input was limited to clarifying questions and comments about the data presented.

THERE WERE SOME CHANGES MADE TO THE 2018-19 LCAP AS A RESULT OF STAKEHOLDER INVOLVEMENT AND INCREASED FUNDING. STAKEHOLDER GROUPS WERE UNANIMOUS IN THEIR SUPPORT FOR THE ACTIONS AND SERVICES BEING PROVIDED. CHANGES INCLUDE: ADDITION OF ONE LVN (GOAL #1, ACTION #2), LEARNING COORDINATOR .25 TIME DEDICATED TO SOCIAL EMOTIONAL SUPPORT INTERVENTION AND MONITORING (GOAL # 1, ACTION #8), PHYSICAL EDUCATION TEACHERS IMPLEMENTED AT ELEMENTARY SITES (GOAL#3, ACTION #3)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Provide a safe and nurturing learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Need: Most of Lemoore Union Elementary School District's pupils are from low income families whose access to mental health and physical health resources can be limited. There has been an increase in the number of pupils with severe medical issues. Liberty Middle School has seen an increase in the number of pupils that behave inappropriately with other pupils and adults, behaviors that have carried over from the elementary schools. There has been a recent decrease in the number of suspensions and expulsions, but resources are needed to continue this trend. Sufficient administrative intervention and counseling and nursing services are needed to provide mental and physical health services to address these challenges.

In support of identified attendance needs, each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Average Daily attendance rate	1. Average daily attendance rate 2016: 96.4%	1. Average daily attendance will be: 96.45%	1. Average daily attendance rate will be: 96.46%	1. Average daily attendance rate will be 96.47%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. Chronic Absenteeism rate	2. Chronic Absenteeism rate 2016: 7.4%	2. Chronic absenteeism rate will be: 7.3%	2. Chronic Absenteeism rate will be: 7.2%	2. Chronic Absenteeism rate will be : 7.1%
3. Suspension rate (District) 3b. Suspension rate (African American)	3. Suspension rate 2014-15 (District): 4.0%. PER CDE Data 3b. Suspension rate: 8.4%	3. District suspension rate will be: 3.998% 3b. Suspension rate (African American): 8.0%	3. District suspension rate will be: 3.997% 3b. Suspension rate (African American): 7.5%	3. District suspension rate will be: 3.996% 3b. Suspension rate (African American): 7.0%
4. Expulsion rate	4. Expulsion rate 2014-15: 0.4%.	4. Expulsion rate will be: 0.398%	4. Expulsion rate will be: 0.397%	4. Expulsion rate will be: 0.396%
5. Middle school drop out rate	5. Middle School Drop out rate 2014-15: 0%	5. Maintain Middle School Drop out rate at 0%	5. Maintain Middle School Drop out rate at 0%	5. Maintain Middle School Drop out rate at 0%
6. Pupils, parents and staff surveys.	6. Our 2016 survey results indicate a 93% satisfaction rate in the areas of safety and school connectedness.	6. A 93.2% satisfaction rate in the area of safety and student connectedness will be reported as measured by surveys.	6. A 93.5% satisfaction rate in the area of safety and student connectedness will be reported as measured by surveys.	6. A 93.6% satisfaction rate in the area of safety and student connectedness will be reported as measured by surveys.
7. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district	Not applicable.			

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Foster Youth

Low Income

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.1 Provide counseling services at each elementary school. Behavioral health staff coordinates with County agencies, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$476,122	$503,443	$513,512
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Elementary Counselor Certificated Salary & Benefits	Elementary Counselor Certificated Salary & Benefits	Elementary Counselor Certificated Salary & Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Elementary Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 4 FTE (LVN) licensed vocational nurses	1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 5 FTE (LVN) licensed vocational nurses	1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 5 FTE (LVN) licensed vocational nurses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$108,223	$115,708	$119,316
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	RN Certificated Management Salary & Benefits	RN Certificated Management Salary & Benefits	RN Certificated Management Salary & Benefits
Amount	$305,961	$376,543	$305,961
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	LVN Personnel Costs Classified Salary & Benefits	LVN Personnel Costs Classified Salary & Benefits	LVN Personnel Costs Classified Salary & Benefits
Amount	$113,811	$119,502	$125,477
Source	Base	Base	Base
Budget Reference	RN Certificated Management Salary & Benefits	RN Certificated Management Salary & Benefits	RN Certificated Management Salary & Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Foster Youth

[Add Students to be Served selection here]

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

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

Specific Schools: Elementary Schools

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).	1.3 Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	Cost included in RN salaries.	Cost included in RN salaries.	Cost included in RN salaries.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Liberty Middle School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Provide counseling and administrative intervention services for middle school pupils	1.4 Provide counseling and administrative intervention services for middle school pupils	1.4 Provide counseling and administrative intervention services for middle school pupils

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$115,187	$134,194	$136,878
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	LMS Counselor Costs Certificated Salary & Benefits	LMS Counselor Costs Certificated Salary & Benefits	LMS Counselor Costs Certificated Salary & Benefits
Amount	$133,250	$140,991	$143,811
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	LMS Assistant Principal Costs Certificated Salary & Benefits	LMS Assistant Principal Costs Certificated Salary & Benefits	LMS Assistant Principal Cost Certificated Salary & Benefits

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.

2018-19 Actions/Services

1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.

2019-20 Actions/Services

1.5 Offer after school sports and other extra-curricular programs at K-6 schools and and 7-8 school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,150	$17,875	$17,875
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Personnel Costs certificated coaching stipends and benefits	Personnel Costs certificated coaching stipends and benefits	Personnel Costs certificated coaching stipends and benefits
Amount	$5000	$5000	$5000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Materials	Materials	Materials

Amount	$3,500	$5,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Transportation - Services & Other Operating	Transportation - Services & Other Operating	Transportation - Services & Other Operating
Amount	$1,650	$0	$0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	City Field Rental- Services & Other Operating		
Amount	$7,500	$12,715	$12,715
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified coaching stipends and benefits	Classified coaching stipends and benefits	Classified coaching stipends and benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.	1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.	1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500	$3,570	$3,570
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Raptor Visitor Management Renewal - Services & Other Operating	Raptor Visitor Management Renewal - Services & Other Operating	Raptor Visitor Management Renewal - Services & Other Operating
Amount		$3,465	
Source		Supplemental and Concentration	
Budget Reference		Raptor Visitor Management- Update Scanner Equipment	

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.	1.7 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.	1.7 Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,800	$21,800	$21,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures School Innovations & Achievement (Attention 2 Attendance)	5000-5999: Services And Other Operating Expenditures School Innovations & Achievement (Attention 2 Attendance)	5000-5999: Services And Other Operating Expenditures School Innovations & Achievement (Attention 2 Attendance)

Action 8

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Elementary Schools Specific Grade Spans: TK-6

Actions/Services

	New Action	New Action
	1.8 Four Learning Coordinators provide support for social/emotional behavior interventions and monitoring of behavior supports (25%).	1.8 Four Learning Coordinators provide support for social/emotional behavior interventions and monitoring of behavior supports (25%).

Budgeted Expenditures

Amount		$137,725	$140,480
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		Certificated Management Salaries & Benefits	Certificated Management Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 2

Maximize pupil achievement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: With the introduction of new State standards, many pupils are struggling to demonstrate proficiency in English language arts (ELA) and math. English language development is improving, but not yet at an acceptable level. The achievement gap between English learners (EL) and English only (EO) pupils remains significant, as is the gap between low income (LI) and not low income (NLI) pupils.

The goal of an increase of 5% of English Learners making progress toward English proficiency as measured by CELDT was not met. From 2014-15 to 2015-16, 41.6% of EL students made positive movement on the CELDT (Overall) compared to 45.9% from 2015-16 to 2016-17 which is a 3.7% growth.
2013-14 to 2014-15: 42.4%
2014-15 to 2015-16: 41.6%
2015-16 to 2016-17: 45.9%

The District met it's 5% growth target (8.2% to 8.7%) largely due to the district changing its reclassification criteria to match the state's criteria in 2015-16. Reclassification numbers, so far in 2016-17, continue to remain high.
2014-15: 68 of 768 English Learners (8.2%)

2015-16: 261 of 737 English Learners (35.4%)
2016-17: 104 of 518 English Learners (20%)

Achievement gap between student groups when comparing CAASPP scores and students reaching Standard Met or Standard Exceeded levels:

The achievement gap between English Learners (EL) and English Only (EO) pupils:
ELA: 14.3% (EL) to 49.1% (EO) - (difference of 34.8%)
Math: 11% (EL) to 34.9% (EO) - (difference of 23.9%)

The achievement gap between Hispanic (H) and White (W) pupils:
ELA: 44% (H) to 58% (W) - (difference of 14%)
Math: 28% (H) to 40% (W) - (difference of 12%)

The achievement gap between low-income (LI) and not-low-income (NLI) pupils:
ELA: 41% (LI) to 61% (NLI) - (difference of 20%)
Math: 27% (LI) to 44% (NLI) - (difference of 17%)

Parent participation is at 89% as measured by parent attendance at parent-teacher conferences.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP - ELA and Math; Academic Indicators (CA Dashboard)	ELA: 48% CA Dashboard ELA Academic Indicator (Status/Change): (Low/Increased) Math: 33% CA Dashboard Math Academic Indicator (Status/Change): (Low/Increased)	Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at	Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at	Implement state standards and standardized test performance: Meet or exceed State targets for percent of pupils who are proficient or better in English language arts and math as measured by State assessments. The percent of pupils that meet or exceed standards for ELA and math will improve by at

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		least 5% as compared with 2016-17. CA Dashboard ELA Target: (Low/Increased) CA Dashboard Math Target: (Low/Increased)	least 5% as compared with prior year. CA Dashboard ELA Target: (Medium/Increased) CA Dashboard Math Target: (Low/Increased)	least 5% as compared with prior year. CA Dashboard ELA Target: (Medium/Increased) CA Dashboard Math Target: (Medium/Increased)
ELPAC (replacing CELDT); EL Progress Indicator (ELPI);	Students who made positive improvement from 2015-16 (CELDT) to 2016-17 (CELDT): 45.9% EL Progress Indicator Performance: "Orange"	Increase by 5% the number of English learners making progress towards English proficiency based on the 2017-18 ELPAC as compared to CELDT in 2016-17. EL Progress Indicator Performance: "Yellow"	Increase by 5% the number of English learners making progress towards English proficiency based on the 2018-19 ELPAC as compared to 2017-18. EL Progress Indicator Performance: "Yellow"	Increase by 5% the number of English learners making progress towards English proficiency based on the 2018-19 ELPAC as compared to 2018-19. EL Progress Indicator Performance: "Green"
District Reclassification	2015-16 reclassifications: 261 of 737 English Learners (35.4%)	Increase the EL reclassification rate from 35.4% to 35.5%.	Increase the EL reclassification rate from 35.5% to 35.6%.	Increase the EL reclassification rate from 35.6% to 35.7%.
CAASPP- Dashboard	The achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 14.3% (EL) to 49.1% (EO) - (difference of 34.8%)	Achievement gap reduced by at least 3% between English Learners and English Only pupils, between English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as	Achievement gap reduced by at least 3% between English Learners and English Only pupils, English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as	Achievement gap reduced by at least 3% between English Learners and English Only pupils, English-only Hispanic and English-only White (not Hispanic), and low-income and not-low-income pupils as

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math: 11% (EL) to 34.9% (EO) - (difference of 23.9%) The achievement gap between Hispanic (H) and White (W) pupils: ELA: 44% (H) to 58% (W) - (difference of 14%) Math: 28% (H) to 40% (W) - (difference of 12%) The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 41% (LI) to 61% (NLI) - (difference of 20%) Math: 27% (LI) to 44% (NLI) - (difference of 17%)	measured by State assessments.	measured by State assessments.	measured by State assessments.
Credential Data	100% of teachers are appropriately assigned. 23 teachers are without a full credential.	100% of teachers will be appropriately assigned. Reduce the number of teachers without a full credential by 25%.	100% of teachers will be appropriately assigned. Reduce the number of teachers without a full credential by 25%.	100% of teachers will be appropriately assigned. Reduce the number of teachers without a full credential by 25%.
Annual textbook resolution	100% of pupils are provided sufficient instructional materials in 2016-17.	There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.	There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.	There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Rating	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).	All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.	All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.	All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.
Attendance at Parent-teacher Conferences Parent Survey Results Parent Participation	Parent teacher conference attendance is at 90% 37% of parents submitted the Parent Survey. Attendance at DELAC averaged six parents per meeting. Attendance at School Site Council (SSC) averaged 4 parents per site. Attendance at Parent Advisory Committee (PAC) averaged six parents per a meeting. Parent representatives included students with exceptional needs. Parent participation at "Superintendent's Coffee" included 20 parents in the district.	Attendance at parent-teacher conference will increase to 91%. Parent survey submission will improve to 40%. Parents attending DELAC will increase by 25%. Parents attending SSC will increase by 25%. Parents attending PAC will increase by 25%. Parents attending "Superintendent's Coffee" will increase by 10%.	Attendance at parent-teacher conference will increase to 92%. Parent survey submission will improve to 45%. Parents attending DELAC will increase by 25% Parents attending SSC will increase by 25%. Parents attending PAC will increase by 25%. Parents attending "Superintendent's Coffee" will increase by 10%.	Attendance at parent-teacher conference will increase to 93%. Parent survey submission will improve to 50%. Parents attending DELAC will increase by 25%. Parents attending SSC will increase by 25%. Parents attending PAC will increase by 25%. Parents attending "Superintendent's Coffee" will increase by 10%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G pass rate, CTE, AP pass rate, and EAP	A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.	A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.	A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.	A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.1 Continue annual professional development for all instructional staff in

2018-19 Actions/Services

2.1 Provide annual professional development for all instructional staff in

2019-20 Actions/Services

2.1 Provide annual professional development for all instructional staff in

English language arts, math, and or English language development.

Maintain three professional development days added to the 2014/2015 school year.

English language arts, math, and or English language development.

Provide three professional development days added to the 2014/2015 school year.

English language arts, math, and or English language development.

Provide three professional development days added to the 2014/2015 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$196,905	$182,626	$186,279
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Costs Salary & Benefits	Certificated Personnel Costs Salary & Benefits	Certificated Personnel Costs Salary & Benefits
Amount	$12,757	$13,096	$13,358
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Classified Personnel Costs Salary & Benefits	Classified Personnel Costs Salary & Benefits	Classified Personnel Costs Salary & Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Complete process of 1:1 in TK-8th grade by including units for kindergarten and transitional kindergarten students.	2.2 Provide computer technology to sustain unit-to-pupil ratio in grades TK-8; used by students to achieve in English language arts, math, and English language development.	2.2 Provide computer technology to sustain unit-to-pupil ratio in grades TK-8; used by students to achieve in English language arts, math, and English language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$350,000	$350,000	$350,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Chromebooks for grades TK & K & Replacements-Redistribution Model	4000-4999: Books And Supplies Chromebooks Replacement/Updrades	4000-4999: Books And Supplies Chromebooks Replacement/Updrades

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

Specific Student Groups:	[Add Location(s) selection here]
[Add Students to be Served selection here]	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Elementary Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).	2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).	2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$273,099	$227,080	$231,622
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Personnel Costs Salary & Benefits	Certificated Personnel Costs Salary & Benefits	Certificated Personnel Costs Salary & Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

Specific Schools: Lemoore Elementary, Meadow Lane Elementary, Engvall Elementary and Cinnamon Elementary Specific Grade Spans: K-6

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Provide summer school program.	2.4 Provide summer school program.	2.4 Provide summer school program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$56,815	$56,815	$56,815
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	Personnel Costs Certificated Salary & Benefits	Personnel Costs Certificated Salary & Benefits	Personnel Costs Certificated Salary & Benefits

Amount	$10,000	$10,000	$10,000
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	$3000	$3000	$3000
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	$7000	$7000	$7,000
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

[Add Students to be Served selection here]

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

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.5 Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.	2.5 Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.	2.5 Provide ELD support under the direction of the certificated English language development teacher, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$561,146	$597,283	$609,229
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5 Teachers-Certificated Salary & Benefits	5 Teachers- Certificated Salary & Benefits	5 Teachers-Certificated Salary & Benefits
Amount	$313,871	$338,896	$345,674
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	13 Paraprofessionals -Classified Salary & Benefits	13 Paraprofessionals -Classified Salary & Benefits	13 Paraprofessionals -Classified Salary & Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Liberty Middle School [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.6 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service. (This action will be new 2.6 for 17-18 and subsequent years.)	2.6 Provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.	2.6 Provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$96,543	$101,542	$103,573
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Personnel Cost - Certificated Salaries & Benefits	Personnel Cost - Certificated Salaries & Benefits	Personnel Cost - Certificated Salaries & Benefits

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Grade Spans: TK-3

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.	2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.	2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,352,331	$1,575,382	$1,606,890
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	CSR Teachers - Certificated Salaries and Benefits	CSR Teachers - Certificated Salaries and Benefits	CSR Teachers - Certificated Salaries and Benefits

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

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

LEA-wide

[Add Scope of Services selection here]

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.8 Provide data management system (EADMS Contract) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents.	2.8 Provide data management system and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents.	2.8 Provide data management system and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,250	$18,750	$18,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures NWEA - Other Services	5000-5999: Services And Other Operating Expenditures NWEA- Other Services	5000-5999: Services And Other Operating Expenditures NWEA- Other Services
Amount	$22,430		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures EADMS- Adrylan Communications- Other Services		

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

Specific Schools: Elementary Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.9 Provide intensive reading intervention supports	2.9 Provide intensive reading intervention supports	2.9 Provide intensive reading intervention supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Supplemental and Concentration	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Services MOU	5000-5999: Services And Other Operating Expenditures Professional Services MOU	5000-5999: Services And Other Operating Expenditures Professional Services MOU

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

All pupils have access to broad range of courses.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

For many years, LUESD fulfilled the history/social studies and science requirements by relying on the elementary reading program for content. With the new State standards, it became apparent that more emphasis was needed in history/social studies and science. Also, fine arts were neglected due to the emphasis on reading/language arts and math. Therefore, all pupils need more systematic instruction in social studies, science, and fine arts.

100% of 4th - 6th grade students received social science, science and fine arts instruction during the 2016-17 school year.
All 7th - 8th grade students received social science and science instruction.
23.5% of middle school students are enrolled in the music program in 2016-17 compared to 24.3% in 2015-2016.
At the elementary grades, 53.3% of 5th - 6th grade students participated in the music program.
All 4th grade students receive an introduction to music, learn to read music notes and play the recorder.

4th - 8th grade pupils meeting or exceeding standards on report card:
Science (grades 4-8): 46%
Social Science (grades 4-8): 56%
Fine Arts (grades 5-6): 75%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Site administration reports Master schedule in middle school SEIS Reports	100% of 4th - 8th grade students received social science and science instruction. 100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts 100% of English Learners receive daily Designated English Language Development support. 100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs. LI/FY summer school participants demonstrated an average of 13.1%	100% of 4th - 8th grade pupils will regularly receive social science and science instruction 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and will have access to fine arts 100% of English Learners will receive daily Designated ELD support. 100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs. LI/FY summer school participants will demonstrate an average of 14% growth on a	100% of 4th - 8th grade pupils will regularly receive social science and science instruction 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and will have access to fine arts 100% of English Learners will receive daily Designated ELD support. 100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs. LI/FY summer school participants will demonstrate an average of 15% growth on a	100% of 4th - 8th grade pupils will regularly receive social science and science instruction 100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and will have access to fine arts 100% of English Learners receive daily Designated ELD support. 100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs. LI/FY summer school participants will demonstrate an average of 16% growth on a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	growth on a pre-post summer school literacy assessment.	pre-post summer school literacy assessment.	pre-post summer school literacy assessment.	pre-post summer school literacy assessment.
Participation reports for music program Master schedule in middle school	100% of 4th -6th grade students received fine arts instruction. 23.5% of middle school students are enrolled in the music program. 53.3% of 5th - 6th grade students participated in the music program.	100% of 4th -6th grade students will receive fine arts instruction. Participation rates in music programs will increase by 2%.	100% of 4th -6th grade students will receive fine arts instruction. Participation rates in music programs will increase by 2%.	100% of 4th -6th grade students will receive fine arts instruction. Participation rates in music programs will increase by 2%.
Report Cards	1st - 3rd grade pupils averaged the following on a 4-point scale by subject area: ELA: 2.41 Math: 2.49 P.E. 3.04 4th - 8th grade pupils meeting or exceeding standards on report card: Science (grades 4-8): 46% Social Science (grades 4-8): 56% Fine Arts (grades 5-6): 75%	1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%. 4th - 8th grade pupils meeting or exceeding standards in social science, science, and fine arts will increase by 3% in each area compared with prior year.	1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%. 4th - 8th grade pupils meeting or exceeding standards in social science, science, and fine arts will increase by 3% in each area compared with prior year.	1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%. 4th - 8th grade pupils meeting or exceeding standards in social science, science, and fine arts will increase by 3% in each area compared with prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Physical Fitness Testing (PFT)	5th and 7th grade physical fitness test scores in 2016-17 were as follows: 5th grade Aerobic Capacity: 63% Body Composition: 53% Abdominal Strength: 60% Trunk Extension: 62% Upper Body Strength: 44% Flexibility: 69% Percent of 5th Students Meeting Fitness standards 5 of 6 standards: 21% 6 of 6 standards: 12% 7th grade Aerobic Capacity: 66% Body Composition: 52% Abdominal Strength: 83% Trunk Extension: 89% Upper Body Strength: 41% Flexibility: 79% Percent of 7th Students Meeting Fitness standards 5 of 6 standards: 25% 6 of 6 standards: 20%	5th and 7th grade pupil averages in each of the six fitness standards areas will increase by 2%. The percentage of 5th and 7th grade students meeting fitness standards (5 of 6 or 6 of 6) will increase by 3%.	5th and 7th grade pupil averages in each of the six fitness standards areas will increase by 2%. The percentage of 5th and 7th grade students meeting fitness standards (5 of 6 or 6 of 6) will increase by 3%.	5th and 7th grade pupil averages in each of the six fitness standards areas will increase by 2%. The percentage of 5th and 7th grade students meeting fitness standards (5 of 6 or 6 of 6) will increase by 3%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

Specific Grade Spans: 2nd - 6th
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout	3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout	3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout

| the school year to enhance and improve engagement in the learning environment. | the school year to enhance and improve engagement in the learning environment. | the school year to enhance and improve engagement in the learning environment. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	This action is paid for through other funds.	This action is paid for through other funds.	This action is paid for through other funds.

Action 2

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	Specific Grade Spans: 4th - 8th [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.	3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.	3.2 Operate fine arts program that includes 4 music teachers that provide instruction to students in grades four through eight.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$154,807	$159,417	$162,605
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Music Teacher Personnel - Certificated Salary & Benefits	Music Teacher Personnel - Certificated Salary & Benefits	Music Teacher Personnel - Certificated Salary & Benefits
Amount	$29,000		
Source	Supplemental and Concentration		
Budget Reference	Music Program Materials		

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Elementary Schools Specific Grade Spans: TK-6

Actions/Services

	New Action	New Action
	3.3 Operate Physical Education program to include 4 PE teachers that provide instruction to students in grades TK through six.	3.3 Operate Physical Education program to include 4 PE teachers that provide instruction to students in grades TK through six.

Budgeted Expenditures

Amount		$300,293	$306,299
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		Certificated Salary & Benefits	Certificated Salary & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5,319,125.00	22.24%

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

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

Lemoore Union Elementary School District's supplemental and concentration grant funds for 2018/2019 were calculated on the basis of 71.05% (3-year average) unduplicated count of low income, foster youth, and English learner pupils.

Lemoore Union Elementary School District is expending Supplemental and Concentration Grant funds for the following actions/services:

Goal 1:

1.1 Continue counseling services to all students in need (LEA- Wide All Schools). Maintaining the 4th elementary school counselor for the 2018-19 school year. This makes one counselor per school, or approximately one counselor per 600 pupils. Behavioral health staff coordinates with County agencies. Counseling services are principally directed towards unduplicated pupils because low income, and foster youth have a history of lower academic achievement, often because of social issues that interfere with their progress. Effectiveness monitored by attendance rates and survey data. Attendance rates continue to be monitored and are maintaining at a rate of 96%.

1.2 Continue nursing services, including registered nurses and increasing by one licensed vocational nurse from four to five to ensure equitable distribution to all school sites. (School-Wide Elementary Schools).
Nursing services are principally directed towards unduplicated pupils because low income, English learner, and foster youth at the elementary schools typically do not have access to reliable medical services. Nurses are involved with follow-up to absences to determine if children actually need to remain home rather than attend school. This helps reduce chances of chronic absenteeism, a higher percentage of which are among low income and English learners. Nursing services are provided for all students because all

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).

students need the help of school nurses on occasion. Effectiveness monitored by attendance rates and survey data. Attendance rates continue to be monitored and are maintaining at a rate of 96%.

1.4 Continue counseling and administrative intervention services for unduplicated middle school pupils (School-Wide Liberty Middle School.)

Counseling and administrative intervention services are principally directed towards low-income, English learner, and foster youth. Significantly more than half of the pupils who are struggling with social/emotional and behavior issues are from the unduplicated pupil ranks; however, pupils from the rest of the population benefit from this service as well. Funds are designated for Liberty Middle School to be used for school-wide services/programs specific to suspension/expulsion rates and focused professional development. To that end, a second assistant principal and a full-time counselor were added to the Liberty staff to (1) support proactive pupil intervention and (2) provide additional support to the instructional staff. To assist with State standards implementation and pupil engagement, a resource teacher joined the staff to provide daily support and assistance to the instructional staff.   This support is principally directed to English Learner, Foster youth and Low income students on a school-wide basis. Effectiveness monitored by discipline data specifically suspension and expulsion data along with attendance data. Discipline data has been on a decline and chronic absenteeism data continues to decline.

1.5 Continue after school sports and other extra-curricular programs at K-6 schools and and 7-8 school. (LEA- Wide All Schools)

This action was included to address school climate and pupil engagement state priorities. The principal focus of the extra-curricular program is on the unduplicated pupils, although it is beneficial to other pupils as well. EL, LI, FY participation meets or exceeds 71.05% of total students involved in these opportunities. Effectiveness monitored by attendance rates and survey data.

1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers. (LEA-Wide All Schools).

This service is principally directed towards unduplicated pupils because they represent the greatest percentage of pupils in the school district. It will track the number of low income, English learner, and foster youth parents/guardians who visit each campus and who volunteer at schools. This will allow the district to respond to involvement trends of parents/guardians of unduplicated pupils. Effectiveness monitored by the participation rate of parents involved at the school sites.

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).

1.7 In order to ensure students are attending school, each school will promote positive attendance using and attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism. (LEA-Wide All Schools).

This action is principally directed toward EL, LI, FY pupils due to the higher rates of absences and chronic absenteeism affecting these student groups. Effectiveness will be monitored by attendance rates.

1.8 Provide social emotional behavior intervention support and monitoring via Learning Coordinators 25% (School-Wide Elementary Schools).

This action is principally directed towards EL, LI, FY elementary pupils to support social emotional and behavior interventions. Effectiveness monitored by local discipline/suspension data.

Goal 2:

2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development. Maintain three professional development days added to the 2014/2015 school year. (LEA- Wide All Schools).

Although all pupils benefit from this action, it is principally directed towards unduplicated pupils because the training received by instructional staff emphasizes techniques and strategies effective with underachieving pupils, most of whom are among the EL, FY and LI student groups. Effectiveness monitored by survey data and local and state assessment data.

2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Maintain one to one devices TK-8 grade (LEA-Wide All Schools.)

A greater percentage of EL, LI, FY pupils do not have access to up-to-date computer technology that impacts their education; therefore, this action is principally directed towards unduplicated pupils so that they have equal access to the educational program. Providing 1:1 computer devices for instructional purposes to all other pupils is a requirement of the Williams Act, so they also benefit from this action. Effectiveness monitored by survey data and local and state assessment data.

2.3 Continue 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year. (School-Wide Elementary Schools)

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).

This action is principally directed towards EL, LI, FY elementary pupils because it allows extra time for instructional interventions, including English language development classes. Unduplicated pupils represent the highest percentage of pupils that receive intervention services and have a high need because there is are achievement gaps. Effectiveness monitored by survey data and local and state assessment data.

2.6 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service. (School-Wide Liberty Middle School)

This service is principal directed towards EL, LI, FY pupils because they represent the greatest percentage of pupils at Liberty Middle School, and professional development helps teachers address achievement gaps separating these pupils from other pupils. Effectiveness monitored by survey data and local and state assessment data.

2.7 Continue 24:1 pupil to teacher ratio in the TK-3 grade span (School-Wide TK-3 specific grade levels in the Elementary Schools).

This action is principally directed towards EL, LI, FY elementary pupils because the extra minutes are used to provide the additional instruction necessary to close the achievement gap between English learner/low income/foster youth pupils and their peers. The extra minutes also benefit other pupils who are struggling academically. Effectiveness monitored by local and state assessment data.

2.8 Provide data management system (NWEA Assessment Licenses) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents. (LEA- Wide All Schools)

The data management and test item bank systems are principally directed towards unduplicated pupils at all schools because there has consistently been achievement gaps between these groups and other subgroups. This system allows for the identification and tracking of the EI, LI FY pupils so that teachers and administrators can target interventions to serve those pupils. The test item bank makes it possible for teachers and administrators to design assessments that align with State assessments, thereby providing unduplicated pupils the opportunity better understand assessment expectations. This service is also beneficial to other students. Effectiveness monitored by local assessments.

2.9 Intensive reading intervention program. Provide additional professional development in reading with a focus on school site supports to ensure grade level reading proficiency by 3rd grade. (School-Wide Elementary Schools).

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).

This action is principally directed towards unduplicated pupils because a disproportionate number of English learner and low income pupils lag behind their peers in reading proficiency. Although this action/service principally benefits EL and LI pupils, it is also beneficial for other pupils who are struggling in reading. Effectiveness monitored by local and state assessment data.

Goal 3:

3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because there are learning gaps with other student subgroups that can result from lack of resources and opportunities at home to access history, science, and/or fine arts. Improved services include opportunities for accessing primary sources in history using digital services, an expansion of hands-on learning utilizing physical and virtual labs as well as increased time in art instruction. Effectiveness monitored by local and state assessment data.

3.2 Continue music program to include 4 teachers (District-Wide).

This action is principally directed towards unduplicated pupils in grades 4th-8th because under the previous program, underachieving pupils (disproportionately low income and English learners) were excluded from music instruction. This expanded service allows for instruction twice per week during a dedicated fine arts period, and all interested students can participate in music. Effectiveness monitored by attendance and local and state assessment data.

3.3 Provide physical education program to include 4 teachers (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils in grades TK-6. This new program allows for physical education instruction to meet the minimum 200 minute requirement every ten days. Effectiveness monitored by local and state assessment data.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$4,747,849

Percentage to Increase or Improve Services

21.78%

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).

Lemoore Union Elementary School District's supplemental and concentration grant funds for 2017/2018 were calculated on the basis of 68.55% (3-year average) unduplicated count of low income, foster youth, and English learner pupils.

Lemoore Union Elementary School District is expending Supplemental and Concentration Grant funds for the following actions/services:

Goal 1:

1.1 Continue counseling services LEA wide to all students in need. maintaining the 4th elementary school counselor for the 2017-18 school year. This makes one counselor per school, or approximately one counselor per 600 pupils. Behavioral health staff coordinates with County agencies. Counseling services are principally directed towards unduplicated pupils because low income, and foster youth have a history of lower academic achievement, often because of social issues that interfere with their progress. Effectiveness monitored by attendance rates and survey data.

1.2 Continue nursing services, including registered nurses and licensed vocational nurses. (School-Wide Elementary Schools.)

Nursing services are principally directed towards unduplicated pupils because low income, English learner, and foster youth at the elementary schools typically do not have access to reliable medical services. Nurses are involved with follow-up to absences to determine if children actually need to remain home rather than attend school. This helps reduce chances of chronic absenteeism, a higher percentage of which are among low income and English learners. Nursing services are provided for all students because all students need the help of school nurses on occasion.

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).

1.4 Continue counseling and administrative intervention services for unduplicated middle school pupils (School-Wide Liberty Middle School.)

Counseling and administrative intervention services are principally directed towards low-income, English learner, and foster youth. Significantly more than half of the pupils who are struggling with social/emotional and behavior issues are from the unduplicated pupil ranks; however, pupils from the rest of the population benefit from this service as well.Funds are designated for Liberty Middle School to be used for school-wide services/programs specific to suspension/expulsion rates and focused professional development. To that end, a second assistant principal and a full-time counselor were added to the Liberty staff to (1) support proactive and reactive pupil intervention and (2) provide additional support to the instructional staff. To assist with State standards implementation and pupil engagement, a resource teacher joined the staff to provide daily support and assistance to the instructional staff.   This support is principally directed to English Learner, Foster youth and Low income students on a school-wide basis.

1.5 Continue after school sports and other extra-curricular programs at K-6 schools and and 7-8 school. (LEA- Wide All Schools)

This action was included to address school climate and pupil engagement state priorities. The principal focus of the extra-curricular program is on the unduplicated pupils, although it is beneficial to other pupils as well. EL, LI, FY participation meets or exceeds 68.55% of total students involved in these opportunities. Effectiveness monitored by attendance rates and survey data.

1.6 Each school office is equipped with and uses a visitor screening program. This system instantly screens out registered sex offenders from campuses with children while managing custody issues, visitors, students, faculty and volunteers. (LEA-Wide All Schools)

This service is principally directed towards unduplicated pupils because they represent the greatest percentage of pupils in the school district. It will track the number of low income, English learner, and foster youth parents/guardians who visit each campus and who volunteer at schools. This will allow the district to respond to involvement trends of parents/guardians of unduplicated pupils.

1.7 In order to ensure students are attending school, each school will promote positive attendance using and attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism. (LEA-Wide All Schools)

This action is principally directed toward EL, LI, FY pupils due to the higher rates of absences and chronic absenteeism affecting these student groups. Effectiveness will be monitored by attendance rates.

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).

Goal 2:

2.1 Continue annual professional development for all instructional staff in English language arts, math, and or English language development. Maintain three professional development days added to the 2014/2015 school year. (LEA- Wide All Schools)

Although all pupils benefit from this action, it is principally directed towards unduplicated pupils because the training received by instructional staff emphasizes techniques and strategies effective with underachieving pupils, most of whom are among the EL, FY and LI student groups. Effectiveness monitored by survey data and local and state assessment data.

2.2 Continue with program to provide computer technology to increase unit-to-pupil ratio; used by students to achieve in English language arts, math, and English language development. Complete process by including TK- Kindergarten students (LEA-Wide All Schools.)

A greater percentage of EL, LI, FY pupils do not have access to up-to-date computer technology that impacts their education; therefore, this action is principally directed towards unduplicated pupils so that they have equal access to the educational program. Providing 1:1 computer devices for instructional purposes to all other pupils is a requirement of the Williams Act, so they also benefit from this action. Effectiveness monitored by survey data and local and state assessment data.

2.3 Continue 15 minutes added to each regular, instructional day schedule compared to the 2013/2014 school year. (School-Wide Elementary)

This action is principally directed towards EL, LI, FY elementary pupils because it allows extra time for instructional interventions, including English language development classes. Unduplicated pupils represent the highest percentage of pupils that receive intervention services and have a high need because there is are achievement gaps. Effectiveness monitored by survey data and local and state assessment data.

2.4 Summer School program provided. (School-Wide Elementary)

This action is principally directed towards EL, LI, FY elementary pupils to support reading intervention. Effectiveness monitored by local and state assessment data.

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).

2.6 Continue to provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service. (School-Wide Liberty Middle School)

This service is principal directed towards EL, LI, FY pupils because they represent the greatest percentage of pupils at Liberty Middle School, and professional development helps teachers address achievement gaps separating these pupils from other pupils. Effectiveness monitored by survey data and local and state assessment data.

2.7 Continue 24:1 pupil to teacher ratio in the TK-3 grade span (School-Wide TK-3 specific grade levels in the Elementary Schools).

This action is principally directed towards EL, LI, FY elementary pupils because the extra minutes are used to provide the additional instruction necessary to close the achievement gap between English learner/low income/foster youth pupils and their peers. The extra minutes also benefit other pupils who are struggling academically. Effectiveness monitored by local and state assessment data.

2.8 Provide data management system (EADMS Contract/NWEA Assessment Licenses) and test item bank to track student progress, create local assessments, and use information to modify instruction and communicate progress to pupils and parents. (LEA- Wide All Schools)

The data management and test item bank systems are principally directed towards unduplicated pupils at all schools because there has consistently been achievement gaps between these groups and other subgroups. This system allows for the identification and tracking of the El, LI FY pupils so that teachers and administrators can target interventions to serve those pupils. The test item bank makes it possible for teachers and administrators to design assessments that align with State assessments, thereby providing unduplicated pupils the opportunity better understand assessment expectations. This service is also beneficial to other students. Effectiveness monitored by local assessments.

2.9 Intensive reading intervention program. Provide additional professional development in reading with a focus on school site supports to ensure grade level reading proficiency by 3rd grade. (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because a disproportionate number of English learner and low income pupils lag behind their peers in reading proficiency. Although this action/service principally benefits EL and LI pupils, it is also beneficial for other pupils who are struggling in reading. Effectiveness monitored by local and state assessment data.

Goal 3:

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).

3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout the school year (School-Wide Elementary Schools).

This action is principally directed towards unduplicated pupils because there are learning gaps with other student subgroups that can result from lack of resources and opportunities at home to access history, science, and/or fine arts. Improved services include opportunities for accessing primary sources in history using digital services, an expansion of hands-on learning utilizing physical and virtual labs as well as increased time in art instruction. Effectiveness monitored by local and state assessment data.

3.2 Continue music program to include 4 teachers (District-Wide).

This action is principally directed towards unduplicated pupils in grades 4th-8th because under the previous program, underachieving pupils (disproportionately low income and English learners) were excluded from music instruction. This expanded service allows for instruction twice per week during a dedicated fine arts period, and all interested students can participate in music. Effectiveness monitored by attendance and local and state assessment data.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

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

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

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

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

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

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

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

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

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

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

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	4,794,608.00	4,921,368.00	4,794,608.00	5,553,711.00	5,577,489.00	15,925,808.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	113,811.00	116,923.00	113,811.00	119,502.00	125,477.00	358,790.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	4,680,797.00	4,804,445.00	4,680,797.00	5,342,394.00	5,360,197.00	15,383,388.00
Title I	0.00	0.00	0.00	76,815.00	76,815.00	153,630.00
Title II	0.00	0.00	0.00	15,000.00	15,000.00	30,000.00

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

Total Expenditures by Object Type

Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,794,608.00	4,921,368.00	4,794,608.00	5,553,711.00	5,577,489.00	15,925,808.00
	4,343,128.00	4,921,368.00	4,343,128.00	5,128,161.00	5,151,939.00	14,623,228.00
4000-4999: Books And Supplies	360,000.00	0.00	360,000.00	360,000.00	360,000.00	1,080,000.00
5000-5999: Services And Other Operating Expenditures	91,480.00	0.00	91,480.00	65,550.00	65,550.00	222,580.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,794,608.00	4,921,368.00	4,794,608.00	5,553,711.00	5,577,489.00	15,925,808.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	113,811.00	116,923.00	113,811.00	119,502.00	125,477.00	358,790.00
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	4,229,317.00	4,804,445.00	4,229,317.00	4,951,844.00	4,969,647.00	14,150,808.00
	Title I	0.00	0.00	0.00	56,815.00	56,815.00	113,630.00
4000-4999: Books And Supplies	Supplemental and Concentration	360,000.00	0.00	360,000.00	350,000.00	350,000.00	1,060,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	91,480.00	0.00	91,480.00	40,550.00	40,550.00	172,580.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	15,000.00	15,000.00	30,000.00

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

	Total Expenditures by Goal					
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,317,654.00	1,333,375.00	1,317,654.00	1,597,531.00	1,551,395.00	4,466,580.00
Goal 2	3,293,147.00	3,416,311.00	3,293,147.00	3,496,470.00	3,557,190.00	10,346,807.00
Goal 3	183,807.00	171,682.00	183,807.00	459,710.00	468,904.00	1,112,421.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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