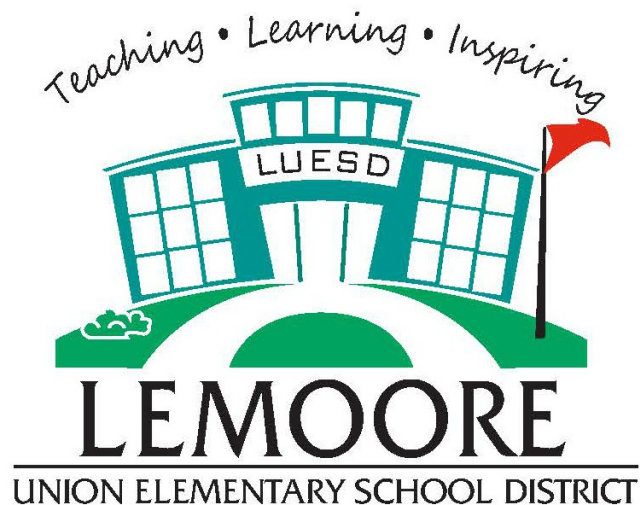


# Local Control Funding Formula (LCFF) Budget Overview for Parents



Developed by the California Department of Education, December 2018

<b>Local Educational Agency (LEA) name:</b>	Lemoore Union Elementary School District
<b>CDS code:</b>	63974
<b>LEA contact information:</b>	Balbir Saini (559)924-6816 bsaini@myluesd.net
<b>Coming LCAP Year:</b>	2019-20
<b>Current LCAP Year</b>	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-20 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 30,844,028
LCFF supplemental & concentration grants	\$ 5,552,459
All other state funds	\$ 2,531,859
All local funds	\$ 1,131,093
All federal funds	\$ 1,347,689
<b>Total Projected Revenue</b>	<b>\$ 35,854,669</b>

<b>Total Budgeted Expenditures for the 2019-20 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 35,875,477
Total Budgeted Expenditures in LCAP Total	\$ 5,850,263
Budgeted Expenditures for High Needs Students in LCAP	\$ 5,582,792
Expenditures not in the LCAP	\$ 30,025,214

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 5,342,394
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 5,374,131

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p>	<p>Personnel costs including salary and benefits for certificated, classified and administrative staff make-up 80% of the General Fund expenditures. The remaining expenditures include books and supplies, utilities, professional services and contributions to programs like Special Education, Routine Restricted Maintenance, Deferred Maintenance, Technology, New Teacher Induction, and GATE.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>In 2019-20 the district is estimated to receive \$5,552,459 (line 9) in supplemental and concentration funds and is projected to spend \$5,582,792 (line 19) in supplemental and concentration funds.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>In 2018-19 the district planned on spending \$5,342,394 (line 23) on actions and services to increase and improve services for unduplicated students. However, per estimated actuals for 2018-19 the district spent more than originally planned \$5,374,131 (line 24 amount).</p>

Local Educational Agency (LEA) Name: Lemoore Union Elementary School District

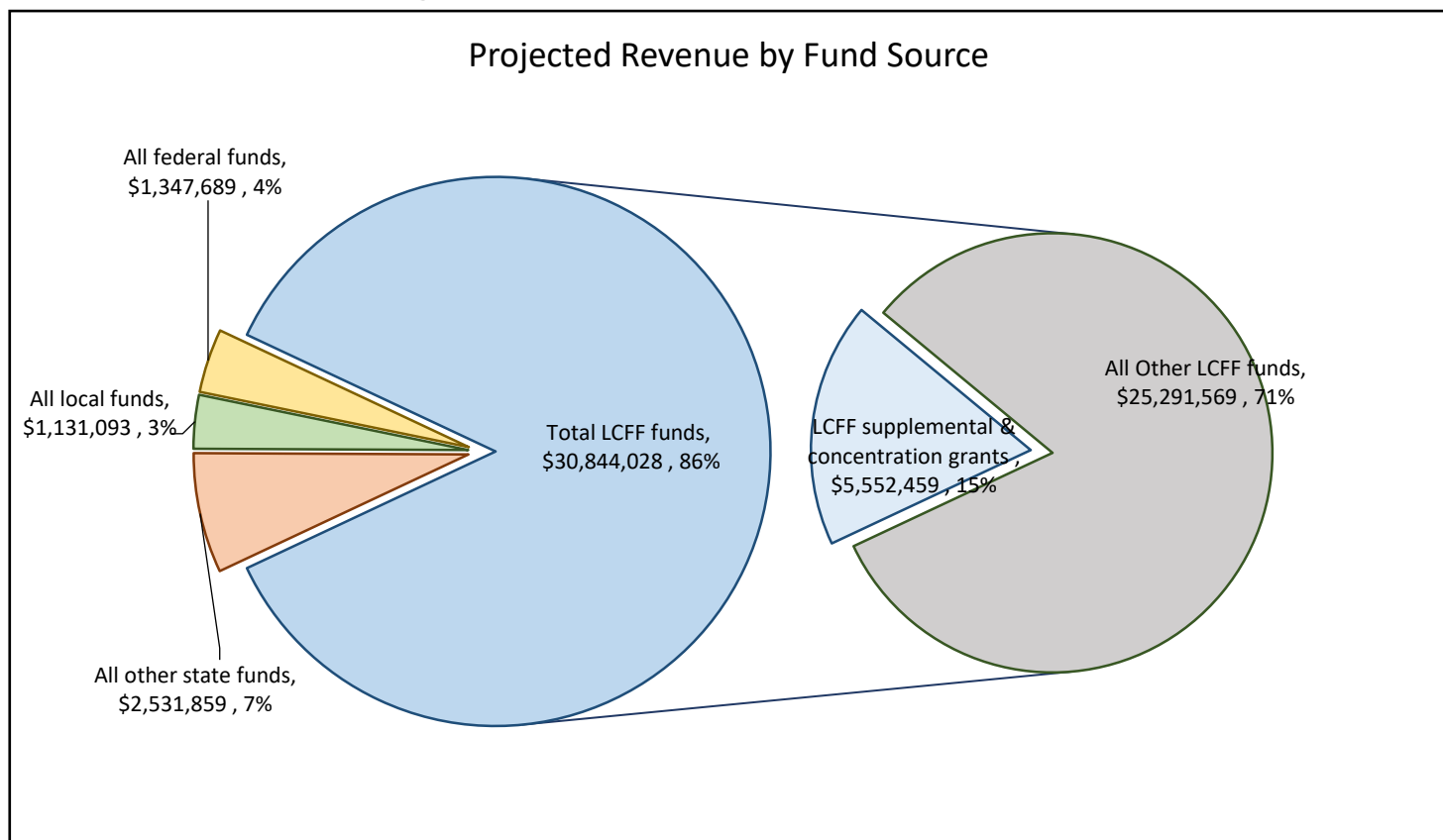
CDS Code: 63974

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Balbir Saini (559)924-6816 bsaini@myluesd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

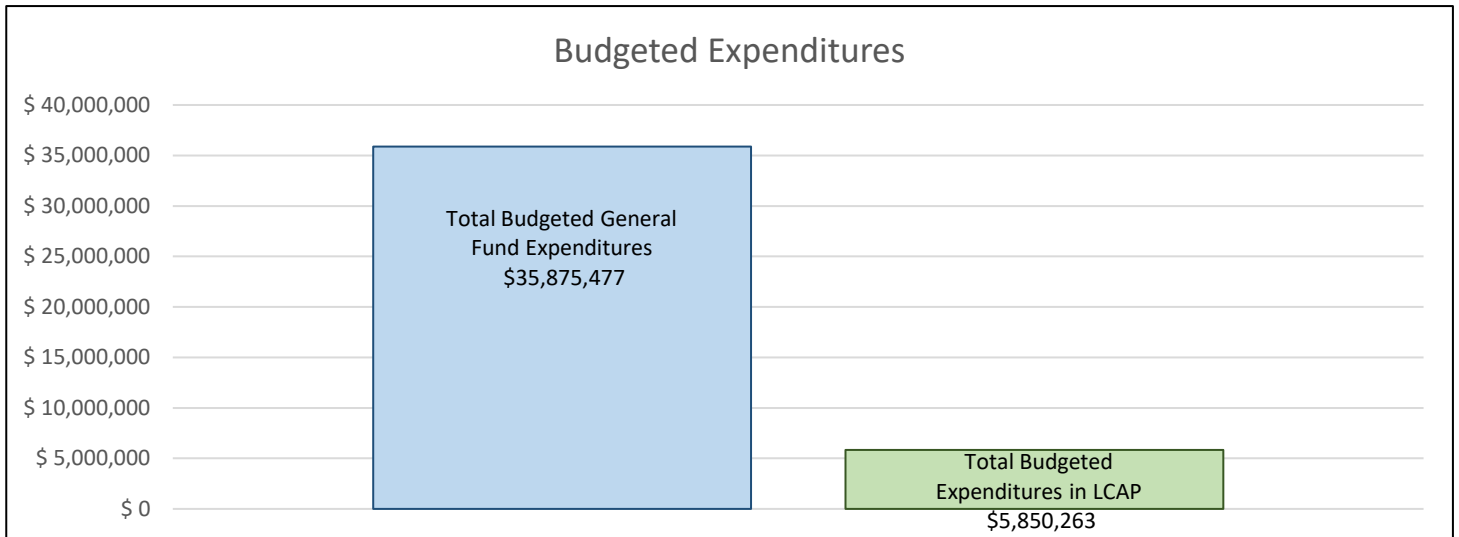
### Budget Overview for the 2019-20 LCAP Year



This chart shows the total general purpose revenue Lemoore Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Lemoore Union Elementary School District is \$35,854,669.00, of which \$30,844,028.00 is Local Control Funding Formula (LCFF), \$2,531,859.00 is other state funds, \$1,131,093.00 is local funds, and \$1,347,689.00 is federal funds. Of the \$30,844,028.00 in LCFF Funds, \$5,552,459.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lemoore Union Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

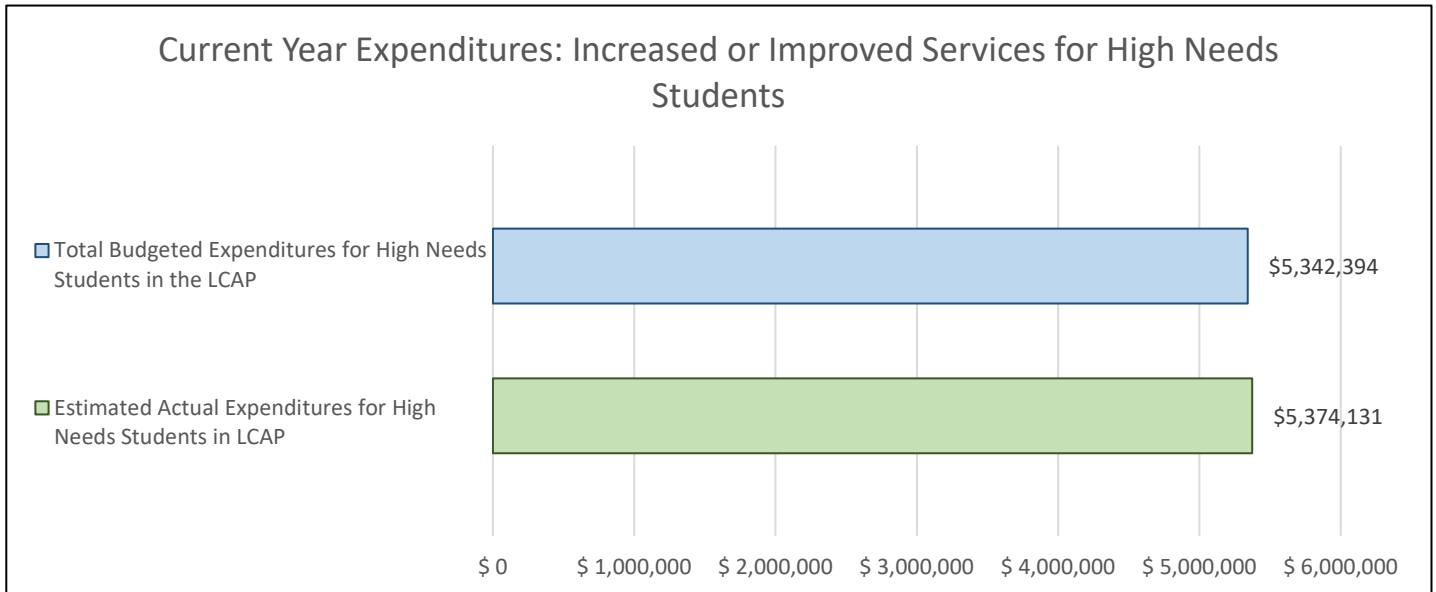
Lemoore Union Elementary School District plans to spend \$35,875,477.00 for the 2019-20 school year. Of that amount, \$5,850,263.00 is tied to actions/services in the LCAP and \$30,025,214.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Personnel costs including salary and benefits for certificated, classified and administrative staff make-up 80% of the General Fund expenditures. The remaining expenditures include books and supplies, utilities, professional services and contributions to programs like Special Education, Routine Restricted Maintenance, Deferred Maintenance, Technology, New Teacher Induction, and GATE.

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lemoore Union Elementary School District is projecting it will receive \$5,552,459.00 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lemoore Union Elementary School District plans to spend \$5,582,792.00 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Lemoore Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lemoore Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Lemoore Union Elementary School District's LCAP budgeted \$5,342,394.00 for planned actions to increase or improve services for high needs students. Lemoore Union Elementary School District estimates that it will actually spend \$5,374,131.00 for actions to increase or improve services for high needs students in 2018-19.

2019-20

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

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

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

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

[California School Dashboard](#): 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. 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. We believe in EACH ONE of our students to reach their full potential. This is accomplished by focusing on Every student, All staff, Committed to, High expectations, Oriented to results, No excuses and Excellence every day. 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 2017, 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 163 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.

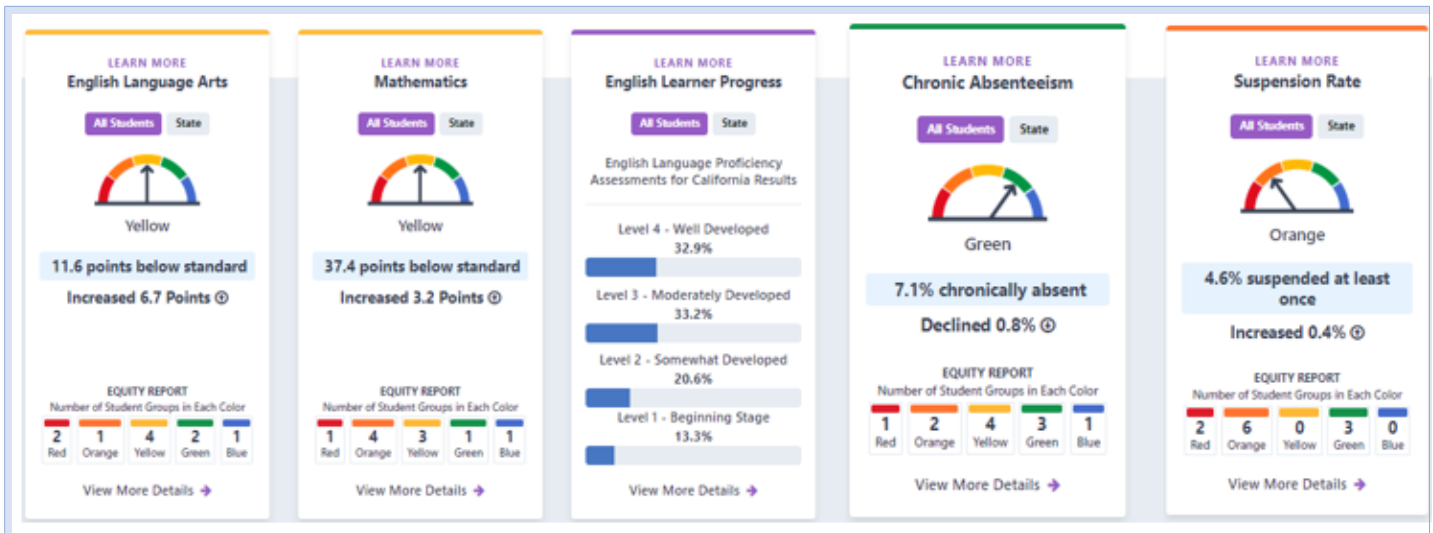




# LCAP Highlights

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 School Dashboard: English Language Arts (3-8) and Mathematics (3-8), English Learner Progress (K-12), Chronic Absenteeism, and Suspension Rate (K-12). Below is a snapshot from the Fall 2018 California School Dashboard indicators for LUESD. The actions and services of this plan aim at improving student performance and achievement in these identified areas. This year's LCAP continues to focus on the needs of our unduplicated student population by providing services that will help all students succeed while targeting groups 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, and acquisition of materials and supplies will be funded to increase services for all students with an emphasis on unduplicated pupil groups. (Goal #2, Actions #1, 6, 8)



## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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. The following Lemoore Union Elementary School District student groups made good progress in these indicators:

English Language Arts: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, White and Filipino (Goal #2, Action #1-6, 8, 9)

Math: All Students, Socioeconomically Disadvantaged, African American, White, Filipino and Two or More Races (Goal #2, Action #1-6, 8, 9)

Chronic Absenteeism: All Students, English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, Filipino and Asian (Goal #1, Action #7)

Suspension: Foster Youth, Homeless, African American, Filipino and Two or More Races (Goal #1, Action #1, 4, 8)

In addition, our school climate surveys indicate 95% or better 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. (Goal #1, Action #1-5)

English Language Arts Assessment			
Group	Student Performance	Status	Change
All Students	Yellow	Low	Increased
English Learners	Yellow	Low	Increased
Socioeconomically Disadvantaged	Yellow	Low	Increased
Hispanic	Yellow	Low	Increased
White	Green	Medium	Increased
Filipino	Blue	Very High	Increased Significantly

Math			
Group	Student Performance	Status	Change
All Students	Yellow	Low	Increased
Socioeconomically Disadvantaged	Yellow	Low	Increased
African American	Yellow	Low	Increased
White	Yellow	Medium	Maintained
Filipino	Blue	Very High	Increased Significantly
Two or More Races	Green	Medium	Increased

Chronic Absenteeism			
Group	Student Performance	Status	Change
All Students	Green	Medium	Declined
English Learners	Green	Medium	Declined
Foster Youth	Yellow	High	Declined
Socioeconomically Disadvantaged	Green	Medium	Declined
Students w/Disabilities	Yellow	Medium	Maintained
Hispanic	Green	Medium	Declined
White	Yellow	Medium	Maintained
Filipino	Blue	Very Low	Maintained
Asian	Yellow	Low	Increased

Suspension			
Group	Student Performance	Status	Change
Foster Youth	Orange	Very High	Declined
Homeless	Green	Medium	Declined
African American	Orange	Very High	Declined
Filipino	Green	Medium	Declined
Two or More Races	Green	Medium	Declined

Referring to the California School Dashboard, 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 greatest needs can be identified in the areas of suspension, math and ELA using the CA School Dashboard indicators. In the area of ELA, the student groups with the greatest need are Foster Youth, Homeless and Students with Disabilities. Foster Youth and Students with Disabilities scored very low on the CAASPP and maintained that low performance in 2017/2018. The district has instituted guided reading the last two years to help differentiate instruction in reading for students in grades K-6. Additionally, the district has partnered with the 95 Percent Group to provide evidence-based instructional practices and intervention strategies to improve student performance in reading in grades K-6 as well. Additionally, materials to help support this work have also been purchased and were instituted late in the 2018/2019 school year. Apart from the additional professional

development, 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)

For Math, the groups with the greatest need are English Learners, Foster Youth, Homeless, Students with Disabilities and Hispanic students. While most of these groups had a low performance status the previous year on the CAASPP and maintained it, the Students with Disabilities group maintained a very low performance. The district has been utilizing additional teacher collaboration time each week to work with teachers deconstructing the math standards to identify essential skills, learning targets and expected proficiency targets for each math standard to assist teachers and students increase the rigor and support of math instruction. Our Students with Disabilities' performance on the academic indicator (i.e. ELA and math) has been consistently very low. Our district was identified for Differentiated Assistance in 2018-2019 and has begun a root cause analysis to help create a plan to support the needs of our Students with Disabilities in the areas of ELA, math and behavior which will improve their performance on the academic and suspension indicators. We will be working with consultants from Kings County of Education as well to support this work in 2019-2020. (Goal #2, Action #1)

The Chronic Absenteeism rate was highest with Homeless, African American and students with Two or More Races although that chronic absenteeism rate for homeless students increased from the previous year. The district has utilized Attention 2 Attendance to help with timely and effective communication with families. Each school site is also using a Student Attendance Review Team that incorporates various staff members including counselors, nurses and administrators to meet with these identified families and look at various ways to support students so they can come to school more regularly. This practice will continue and expand in the coming year. (Goal #1, Action #1, 2, 3, 4, 7, 8)

Lastly, suspension was high across the district. The All Students group was identified with high rates of suspension including English Learners, Socioeconomically Disadvantaged, Hispanic, and White students. Students with Disabilities and Asian students were identified with very high rates of suspension that increased from the previous year. The district has begun learning more about the PBIS (Behavioral RTI) framework to have a successful launch in the fall of 2019. This framework and the work each school has started this year, will help support students with minor behaviors that escalate into ongoing repetitive behaviors all the way to students who escalate quickly, are on behavior plans or need the support of additional behavioral experts. (Goal #1, Action #1, 4, 8)

English Language Arts Assessment			
Group	Student Performance	Status	Change
Foster Youth	Red	Very Low	Maintained
Homeless	Orange	Low	Declined Significantly
Students w/Disabilities	Red	Very Low	Maintained

Math			
Group	Student Performance	Status	Change
English Learners	Orange	Low	Maintained
Foster Youth	Orange	Low	Maintained
Homeless	Orange	Low	Declined Significantly
Students w/Disabilities	Red	Very Low	Maintained
Hispanic	Orange	Low	Maintained

Chronic Absenteeism			
Group	Student Performance	Status	Change
Homeless	Red	Very High	Increased
African American	Orange	High	Increased
Two or More Races	Orange	Medium	Increased

Suspension			
Group	Student Performance	Status	Change
All Students	Orange	High	Increased
English Learners	Orange	High	Increased
Socioeconomically Disadvantaged	Orange	High	Increased
Students w/Disabilities	Red	Very High	Increased Significantly
Hispanic	Orange	High	Increased
White	Orange	High	Increased
Asian	Red	Very High	Increased

Referring to the California School Dashboard, 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

One student group stands out as having the greatest need in the district: Students with Disabilities. The Students with Disabilities group performed at the "Red" level on both portions (ELA and math) of the Academic Indicator. In addition, this student group also was identified as "Red" on the Suspension indicator. For ELA and math, the group maintained a performance of "Very Low" in consecutive years. On the suspension indicator, the students increased an already high suspension rate compared to the previous year. For the 2018/2019 school year, the SDC and RSP teachers have been working closely with the Director of Special Services to align students IEP goals with grade-level expectations while providing differentiated and intensive supports in reading and math. 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 and intermediate 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, Action #1, 9) In addition, counselors and administrators have received and participated in Behavior RTI professional development and trauma informed learning alongside a book study to provide alternative means of correction to all students including Students with Disabilities. (Goal #1, Action #1, 4, 8)

Other student groups who showed the greatest needs according to the California School Dashboard data included our African American, Homeless and Two or More Races student groups in the area of Chronic Absenteeism. Every school site has been using Attention 2 Attendance to help provide regular and timely communication to parents about student attendance. In addition, each school site utilizes a Student Attendance Review Team that works with families to provide support (e.g. counseling, health services, county services, transportation, etc) that will help eliminate barriers that prevent students from attending school regularly. This practice will continue and expand in the coming year. (Goal #1, Action #1, 2, 3, 4, 7, 8)

English Language Arts Assessment			
Group	Student Performance	Status	Change
Foster Youth	Red	Very Low	Maintained
Students w/Disabilities	Red	Very Low	Maintained

Math			
Group	Student Performance	Status	Change
Students w/Disabilities	Red	Very Low	Maintained

Chronic Absenteeism			
Group	Student Performance	Status	Change
Homeless	Red	Very High	Increased
African American	Orange	High	Increased
Two or More Races	Orange	Medium	Increased

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Lemoore Union Elementary School District does not have any schools eligible for CSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Lemoore Union Elementary School District does not have any schools eligible for CSI.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Lemoore Union Elementary School District does not have any schools eligible for CSI.



# Annual Update

LCAP Year Reviewed: **2018-19**

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

### 18-19

1. Average daily attendance rate will be: 96.46%

### 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 - 96.2%

2017-18 - 96.0%

### Metric/Indicator

2. Chronic Absenteeism rate

### 18-19

2. Chronic Absenteeism rate will be: 7.2%

### Baseline

2. Chronic Absenteeism rate 2016: 7.4%

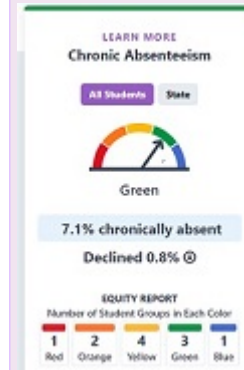
2. Chronic Absenteeism Rate- Data indicates a decrease in percentage of students chronically absent from 2014-15 as staff began more coherent monitoring and data review efforts following the 2014-15 school year. The data has maintained during the 2015-16 and 2016-17 school years within the 7% range. 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%

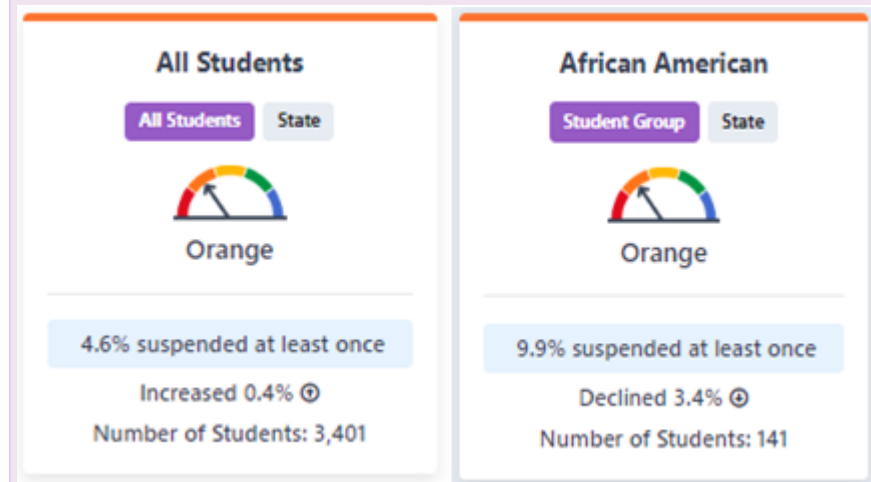
Expected

Actual

2015-16 - 7.4%  
 2016-17 - 7.8%  
 2017-18 - 7.1%



3a. The suspension rate as indicated by the California Dashboard indicates a rate of 4.6% in 2016, 4.2% in 2017 and 4.6% in 2018. The district has a yellow status rating with a status change of .4% increase for the 2017 school year.  
 3b. African American suspension rate has an orange status which is a decline from red in the 2017 school year and overall data has decreased significantly at 3.4%.



4. The expulsion rate per Dataquest increased during the 2016-17 in comparison to the previous year and baseline data utilized. This is attributed

**Metric/Indicator**

3. Suspension rate (District)

3b. Suspension rate (African American)

**18-19**

3. District suspension rate will be: 3.997%

3b. Suspension rate (African American): 7.5%

**Baseline**

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

3b. Suspension rate: 8.4%

**Metric/Indicator**

4. Expulsion rate



Expected

**18-19**

4. Expulsion rate will be: 0.397%

**Baseline**

4. Expulsion rate 2014-15: 0.4%.

**Metric/Indicator**

5. Middle school drop out rate

**18-19**

5. Maintain Middle School Drop out rate at 0%

**Baseline**

5. Middle School Drop out rate 2014-15: 0%

**Metric/Indicator**

6. Pupils, parents and staff surveys.

**18-19**

6. A 93.5% 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.

**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

Actual

to 21 expulsions which occurred during the 2016-17 school year. Current 2017-18 data indicates a total of 14 expulsions at a rate of .44%. This is lagging data with 2018-19 data not yet available via data quest. However local data indicates a slight increase in the number of student expelled during the 2018/19 school year.

2014-15- .40% - 14 students  
 2015-16- .37% - 13 students  
 2016-17- .59% - 21 students  
 2017-18- .44% - 14 students  
 2018-19- .47% - 16 students

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Lemoco Union Elementary	3,603	16	16	0.44%
Kings County	31,149	142	140	0.45%
Statewide	6,364,818	5,369	5,326	0.06%

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

6. Satisfaction in the area of safety.

Staff: 96.4% Agree, 3.6% Disagree  
 Students: 85.5% Agree, 14.5% Disagree  
 Parents: 97.5% Agree, 2.5% Disagree

Satisfaction in the area of school connectedness.

Staff: 99.1% Agree, 0.9% Disagree  
 Students: 80.6% Agree, 19.4% Disagree  
 Parents: 96.9% Agree; 3.1% Disagree

7. N/A

Expected

Actual

**Baseline**  
Not applicable.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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).</p>	<p>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 two of the elementary schools and the other sites had slight increases as follows: Meadow Lane: 4.3% to 3.9%, Lemoore Elementary 3.0% to 3.3%, Engvall 3.3% to 2.2%, and Cinnamon 4.3% to 4.7%. (Dataquest)</p>	<p>Elementary Counselor Certificated Salary &amp; Benefits Supplemental and Concentration \$503,443</p>	<p>Elementary Counselor Certificated Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$475,947</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 5 FTE (LVN) licensed vocational nurses</p>	<p>1.2 Action Update: Two registered nurses and five licensed vocational nurses serve the children at six sites in the district including Liberty Middle School, Cinnamon, Engvall, Lemoore and Meadow Lane</p>	<p>RN Certificated Management Salary &amp; Benefits Supplemental and Concentration \$115,708</p>	<p>RN Certificated Management Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$118,854</p>

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%  
 2017-18 - 96.00%  
 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%  
 2017-18 Chronic absenteeism- 7.1%

LVN Personnel Costs Classified Salary & Benefits Supplemental and Concentration \$376,543

LVN Personnel Costs Classified Salary & Benefits 1000-3999 LCFF Supplemental and Concentration \$347,761

RN Certificated Management Salary & Benefits Base \$119,502

RN Certificated Management Salary & Benefits 1000-3999 LCFF Base \$123,916

**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

Cost included in RN salaries. \$0

Cost included in RN salaries. \$0

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 August 31, 2018, November 9, 2018, January 25, 2019 and April 26, 2019. Foster Youth chronic absenteeism rate is 2.96% as compared to the districts 6.73%. Evaluation: Priority 5 - Pupil Engagement

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Provide counseling and administrative intervention services for middle school pupils</p>	<p>1.4 Action Update: 1 FTE Assistant Principal &amp; 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 the 2018-2019 survey results (323 responses), 96% of parents believe that Liberty Middle School (LMS) provides a safe environment for their child; 97% feel welcome at LMS; 95% believe their children are treated fairly; 93% believe that</p>	<p>LMS Counselor Costs Certificated Salary &amp; Benefits Supplemental and Concentration \$134,194</p> <p>LMS Assistant Principal Costs Certificated Salary &amp; Benefits Supplemental and Concentration \$140,991</p>	<p>LMS Counselor Costs Certificated Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$135,603</p> <p>LMS Assistant Principal Costs Certificated Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$145,891</p>

administrators and support staff are responsive to the needs of children, 94% believe that teachers are responsive to the needs of children; as compared to the 2016-17 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

2015-16 - 8.3%

2016-17 - 11.3%

2017-18 - 8.5%

Expulsion Rate

2015-16- 2.9%

2016-17- 3.03%

2017-18 - 2.09%

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 completed a 3 year cohort. Currently working with PBIS consultant to continue to refine their tiered levels of support.

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.</p>	<p>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.</p> <p>Action Evaluation: Priority 5 - Pupil Engagement Among the students that participate in after school activities, the chronic absenteeism rate is 2.96% as compared to 3.26% in the previous year. In comparison to the general population of 7.1%. Of the 596 after-school participants, 82.6% had excellent attendance (95%-100% attendance).As compared to 80.7% last year and 79.6% in the previous year.</p>	<p>Personnel Costs certificated coaching stipends and benefits Supplemental and Concentration \$17,875</p> <p>Materials Supplemental and Concentration \$5000</p> <p>Transportation - Services &amp; Other Operating Supplemental and Concentration \$5,000</p> <p>Not Applicable \$0</p> <p>Classified coaching stipends and benefits Supplemental and Concentration \$12,715</p>	<p>Personnel Costs certificated coaching stipends and benefits 1000-3999 LCFF Supplemental and Concentration \$18,859</p> <p>Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3021</p> <p>Transportation - Services &amp; Other Operating 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,950</p> <p>Classified coaching stipends and benefits 1000-3999 LCFF Supplemental and Concentration \$10,906</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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 robust 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</p>	<p>Raptor Visitor Management Renewal - Services &amp; Other Operating Supplemental and Concentration \$3,570</p> <p>Raptor Visitor Management-Update Scanner Equipment</p>	<p>Raptor Visitor Management Renewal - Services &amp; Other Operating 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,570</p> <p>Raptor Visitor Management-Update Scanner Equipment</p>

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 420 of which 183 are cleared volunteers and 257 are chaperones. This data is comparable to the 2016-17 data with 415 of which 172 were cleared volunteers and 243 were chaperones.

Supplemental and Concentration \$3,465

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,465

**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 255 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) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Four Learning Coordinators provide support for social/emotional behavior interventions and monitoring of behavior supports (25%).	1.8 During the 2018-19 school year Learning Coordinators supported the social/emotional behavior intervention and monitoring of behaviors. Based on this support, comparative	Certificated Management Salaries & Benefits Supplemental and Concentration \$137,725	Certificated Management Salaries & Benefits 1000-3999 LCFF Supplemental and Concentration \$142,269



suspension data will be used to determine impact. 2018 data indicates: CE- 4.7%, EE- 2.2%, LE- 3.3% and ML- 3.9%. 2019 data pending release from dataquest.

## 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.

All action areas as outlined have been fully implemented with a focus on reaching goals as established. 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 and our 2017-18 data indicates 7.1%. We are have experienced a .7% decrease 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 in the district from 15.1% to 4.6% and district expulsion rates decreasing from 5.4% to .44%. Liberty Middle School has experienced a decrease in suspensions from 11.3% in 2016-17 to 8.5% in 2017-18 and expulsion data indicates a decrease from 3.03% to 2.09% in 2017-18. Elementary suspension rates have also been reduced at most sites: Cinnamon Elementary 4.3% to 4.7%, Lemoore Elementary 3.0% to 3.3%, Meadow Lane 4.3% to 3.9% and P.W. Engvall 3.3% to 2.2%. (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. 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.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and benefits are subject to change with personnel updates made after budget adoption. However, material differences are noted for the following actions:

Action 1.1 Elementary Counseling actual expenditures decreased due to an unpaid leave of absence.

Action 1.2 Nursing services (LVN) actual expenditures decreased due to two (2) new staff members starting at Step 1 that replaced staff members that were on Step 5 of the classified salary schedule.

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 has continued in the 2018-19 school year. The notable change for the 2018-19 school year was 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, during the 2018-19 school year, .25 of the Learning Coordinators service time was dedicated to support social emotional and behavior intervention monitoring. We believe this will provide additional monitoring of student social emotional needs. This was added as Goal #1, Action #8 in the 2018-19 plan and will continue in the 2019-2020 plan year. Early local indicators of suspension data indicate that this investment is resulting in lowering suspension rates at the elementary sites. This is a data set we will obtain from Dataquest as soon as the 2018-19 results are released.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

### Metric/Indicator

CAASPP - ELA and Math; Academic Indicators (CA Dashboard)

### 18-19

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 least 5% as compared with prior year.

CA Dashboard ELA Target: (Medium/Increased)

CA Dashboard Math Target: (Low/Increased)

Actual

1. Student progress in ELA and math as measured by their performance on the 2017/2018 CAASPP include:

ELA: 49% - increase of 5%

CA School Dashboard ELA Academic Indicator: Yellow (Low/Increased)

Math: 35% - increase of 1%

CA School Dashboard Math Academic Indicator: Yellow (Low/Increased)

## Expected

### Baseline

ELA: 48%

CA Dashboard ELA Academic Indicator (Status/Change): (Low/Increased)

Math: 33%

CA Dashboard Math Academic Indicator (Status/Change): (Low/Increased)

### Metric/Indicator

ELPAC (replacing CELDT);

EL Progress Indicator (ELPI);

### 18-19

Increase by 5% the number of English learners making progress towards English proficiency based on the 2018-19 ELPAC as compared to 2017-18.

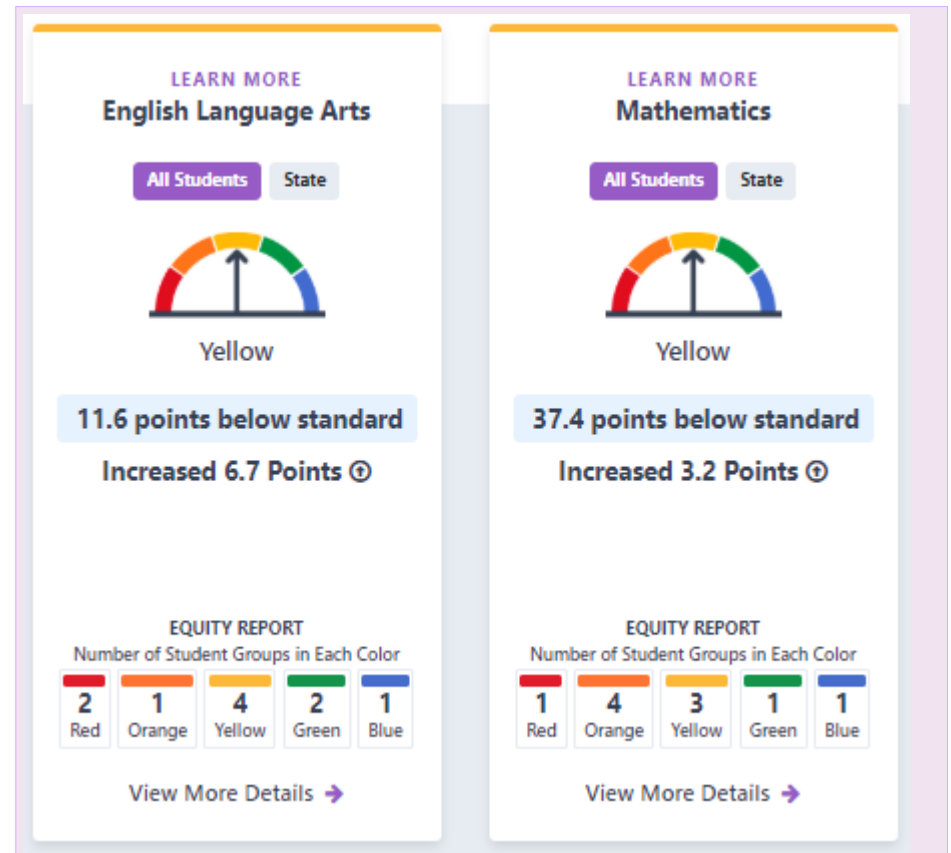
EL Progress Indicator Performance: "Yellow"

### Baseline

Students who made positive improvement from 2015-16 (CELDT) to 2016-17 (CELDT): 45.9%

EL Progress Indicator Performance: "Orange"

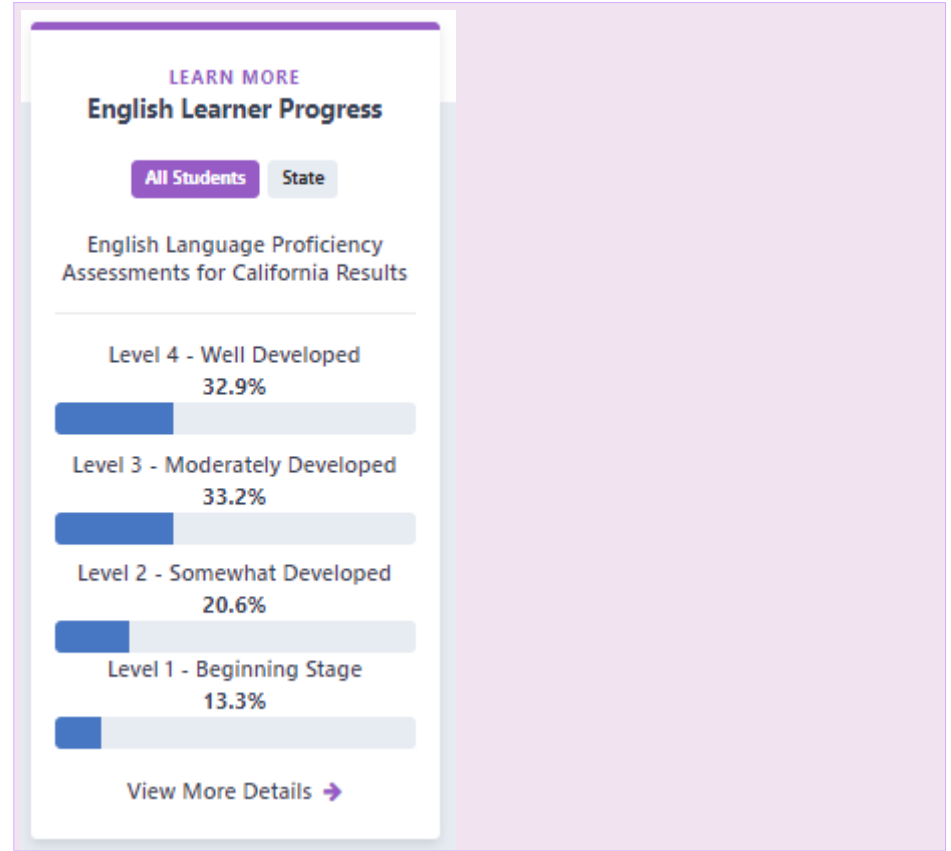
## Actual



2. For the 2018/2019 year, the ELPI Indicator is in "hibernation". There will be no color for this indicator until multiple years of information is in place to provide a status and change comparison.

Expected

Actual



**Metric/Indicator**

District Reclassification

**18-19**

Increase the EL reclassification rate from 35.5% to 35.6%.

**Baseline**

2015-16 reclassifications: 261 of 737 English Learners (35.4%)

3. EL reclassifications have fluctuated in the last two years due to the timing of the annual language assessment changing from the Fall to Spring. The rates shown below include the percentages of reclassified students for each school year in addition to providing the number of reclassified students to number of English Learner students in the district. The reclassification rates reflect those made during the new reclassification window which spans over parts of two school years.

- 2018-2019: 20.4% (119/508)
- 2017-2018: 20.2% (116/583)
- 2016-2017: 4.8% (25/575)
- 2015-2016: 35.4% (261/518)

Note: Cut scores for the ELPAC have also been recalibrated by the California Department of Education for the 2018/2019 school year. Districts have been advised that this recalibration will suppress scores leading to a lower overall reclassification rate for most districts in the subsequent years.

## Expected

### Metric/Indicator

CAASPP- Dashboard

#### 18-19

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 measured by State assessments.

#### Baseline

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%)

### Metric/Indicator

Credential Data

#### 18-19

100% of teachers will be appropriately assigned.

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

#### Baseline

100% of teachers are appropriately assigned.

23 teachers are without a full credential.

### Metric/Indicator

Annual textbook resolution

#### 18-19

## Actual

4. The achievement gap between English Learners (EL) and English Only (EO) pupils is:

ELA: 14.2% (EL) to 50.1% (EO) - (difference of 35.9%)

Math: 8.5% (EL) to 36.3% (EO) - (difference of 27.8%)

The achievement gap between Hispanic (H) and White (W) pupils:

ELA: 44.2% (H) to 55.7% (W) - (difference of 11.5%)

Math: 31.0% (H) to 40% (W) - (difference of 9%)

The achievement gap between low-income (LI) and not-low-income (NLI) pupils:

ELA: 42.2% (LI) to 62.4% (NLI) - (difference of 20.2%)

Math: 29.6% (LI) to 46.5% (NLI) - (difference of 16.9%)

5. 100% of the district's teacher were appropriately assigned in 2018/2019.

There were 20 teachers without a full credential. This represents a 9% drop in teachers without a full credential compared to 2017/2018.

2018/2019 Teacher Totals include:

Clear Credential: 123

Preliminary: 13

Intern: 13

STSP: 2

PIP: 5

6. 100% of pupils had access to sufficient instructional materials in 2018/2019 as reported in the annual textbook board resolution on September 11, 2018.

## Expected

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

### Baseline

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

### Metric/Indicator

Facilities Rating

### 18-19

All facilities will have a rating of good or better as reported in the Facilities Inspection Tool.

### Baseline

All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).

### Metric/Indicator

Attendance at Parent-teacher Conferences

Parent Survey Results

Parent Participation

### 18-19

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%.

## Actual

7. All facilities reported a rating of "Good" or better on the 2018-2019 Facilities Inspection Tool.

Cinnamon Elementary: 99.85% and rating of "Exemplary"

Engvall Elementary: 97.65% and rating of "Good"

Lemoore Elementary: 98.91% and rating of "Good"

Meadow Lane Elementary: 97.62% and rating of "Good"

Liberty Middle School: 97.79% and rating of "Good"

8. Attendance at parent-teacher conferences increased to 96.4% from 66% in 2017/2018.

Parent survey submission in 2018/2019 improved to 87% of parent respondents (1,605 of 1,855 of 4th-8th grade families). This reflects a 21% increase from 2017/2018.

Attendance at DELAC averaged 6 parents per meeting, matching the average number of parents attending in 2017/2018.

Average parent attendance at School Site Council increased from 3 parents in 2017/2018 to 4 parents in 2018/2019 (i.e. 33% increase).

Attendance at Parent Advisory Committee increased from 4 parents in 2017/2018 to 8 parents per meeting in 2018/2019 representing a 100% increase.

Parent participation at "Superintendent's Coffee" increased from 24 parents in the district in 2017/2018 to 30 parents in 2018/2019 representing a 25% increase.

Expected

Actual

Parents attending "Superintendent's Coffee" will increase by 10%.

**Baseline**

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.

**Metric/Indicator**

A-G pass rate, CTE, AP pass rate, and EAP

**18-19**

A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.

**Baseline**

A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not apply as we are a K-8 elementary district.

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 Provide annual professional development for all instructional staff in English language arts,	2.1 Action Update: Professional Development was provided for all instructional staff on August 8, 9, and October 29 of 2018.	Certificated Personnel Costs Salary & Benefits Supplemental and Concentration \$182,626	Certificated Personnel Costs Salary & Benefits 1000-3999

math, and or English language development.

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

August 8th: 95 Percent Group - Foundational Reading Skills and Strategies (TK-6); Diagnostic Center - Planting the Seeds of Literacy (paraprofessionals); English Learner Group - Differentiating Instruction (UCS teachers); PE Standards (PE teachers); Effective student goal setting and grading (LMS teachers)

August 9th: Next Generation Science Standards training (TK-6); Designated ELD training (ELD teachers and ELD paras); Paraprofessional Academy (instructional and Special Ed paras); PBIS Training (Liberty teachers); SPARK training (PE teachers); Close Reading (UCS teachers)

October 29th: Next Generation Science Standards training (TK-6); Designated ELD training (ELD teachers and ELD paras); Paraprofessional Academy (instructional and Special Ed paras); Effective student goal setting and grading (LMS teachers); SPARK training (PE teachers); Close Reading (UCS teachers)

Students scoring at/above benchmark on the DIBELS composite score in grades K-3 from August to April were as follows:  
Grade K - 49% to 67%

LCFF Supplemental and Concentration \$179,737

Classified Personnel Costs Salary & Benefits Supplemental and Concentration \$13,096

Classified Personnel Costs Salary & Benefits 1000-3999 LCFF Supplemental and Concentration \$11,352



Grade 1 - 46% to 51%  
 Grade 2 - 65% to 55%  
 Grade 3 - 63% to 47%

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>2.2 Action Update: 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.</p> <p>100% of students have 1:1 access to chromebooks in the classroom in grades TK-6. 100% of 7-8th grade students have 1:1 access to chromebooks at school and take these devices home as well.</p>	<p>Chromebooks            Replacement/Upgrades 4000-4999: Books And Supplies Supplemental and Concentration            \$350,000</p>	<p>Chromebooks            Replacement/Upgrades 4000-4999: Books And Supplies LCFF Supplemental and Concentration            \$419,000</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).</p>	<p>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.</p>	<p>Certificated Personnel Costs Salary &amp; Benefits Supplemental and Concentration \$227,080</p>	<p>Certificated Personnel Costs Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$232,832</p>

Student progress in ELA and math as measured by their performance on the 2017/2018 CAASPP include:

ELA: 49% - increase of 5%  
CA School Dashboard ELA Academic Indicator: Yellow (Low/Increased)

Math: 35% - increase of 1%  
CA School Dashboard Math Academic Indicator: Yellow (Low/Increased)

#### 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 17 - July 12 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 and district benchmarks 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.	<p>Personnel Costs Certificated Salary &amp; Benefits Title I \$56,815</p> <p>Materials 4000-4999: Books And Supplies Title I \$10,000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$3000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Title I \$7000</p>	<p>Personnel Costs Certificated Salary &amp; Benefits 1000-3999 Title I \$58,028</p> <p>Materials 4000-4999: Books And Supplies Title I 10,000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I 3,000</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Title I \$8,000</p>

LI/FY summer school participants demonstrated an average of 9% growth on a pre-post summer school literacy assessment.  
 K: 73.4% to 82.2%  
 1st: 69.2% to 73.8%  
 2nd: 71.1% to 80.6%  
 3rd: 38.7% to 42.9%  
 4th: 55.1% to 69.4%  
 5th: 61.8% to 69.4%  
 6th: 49.6% to 59.3%

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p> <p>2018/2019 ELPAC Overall Scores:</p> <p>Well Developed: 66 students            Moderately Developed: 200 students            Somewhat Developed: 183 students            Minimally Developed: 48 students</p>	<p>5 Teachers- Certificated Salary &amp; Benefits Supplemental and Concentration \$597,283</p> <p>13 Paraprofessionals -Classified Salary &amp; Benefits Supplemental and Concentration \$338,896</p>	<p>5 Teachers- Certificated Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$615,281</p> <p>13 Paraprofessionals -Classified Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$318,564</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.6 Provide ongoing professional development and support for middle school instructional staff. A resource teacher provides this service.

2.6 Action Update: The resource teacher at the middle school 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-situation coaching and works with new teachers to improve their instruction.

Student ELA and math scores continue to improve. Middle school CAASPP scores (16/17 to 17/18) per Dataquest: ELA: increased from 50% to 57% Standards Met/Exceeded  
Math: increased from 39.7% to 43% Standards Met/Exceeded

Personnel Cost - Certificated Salaries & Benefits  
  
Supplemental and Concentration \$101,542

Personnel Cost - Certificated Salaries & Benefits 1000-3999 LCFF Supplemental and Concentration \$104,542

**Action 7**

**Planned Actions/Services**

2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.

**Actual Actions/Services**

2.7 Action Update: Class size reduction is held to a 24:1 ratio in TK-3rd grade as demonstrated by the averages below.

For 2018/2019, the class averages are as follows:  
TK and K: 23.3:1 (18 classes)  
1st-3rd grade: 23.5:1 (44 classes)

This provided an impact on DIBELS scores in the early grades:  
Grade K - 49% to 67%  
Grade 1 - 46% to 51%  
Grade 2 - 65% to 55%

**Budgeted Expenditures**

CSR Teachers - Certificated Salaries and Benefits Supplemental and Concentration \$1,575,382

**Estimated Actual Expenditures**

CSR Teachers - Certificated Salaries and Benefits 1000-3999 LCFF Supplemental and Concentration \$1,579,096

Grade 3 - 63% to 47%

While scale score growth was still apparent in grades 2-3, these two grade levels did not make as many gains in comparison to norms established for these grade levels nationwide.

## Action 8

### Planned Actions/Services

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.

### Actual Actions/Services

2.8 Action Update: EADMS and the test item banks are used to create the district benchmarks. 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 and ELPAC data. This student data, in addition 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.

Student progress in ELA and math as measured by their performance

### Budgeted Expenditures

NWEA- Other Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,750

### Estimated Actual Expenditures

NWEA- Other Services 5000-5999: Services And Other Operating Expenditures Lottery \$18,750

on the 2017/2018 CAASPP include:

ELA: 49% - increase of 5%  
CA School Dashboard ELA Academic Indicator: Yellow (Low/Increased)

Math: 35% - increase of 1%  
CA School Dashboard Math Academic Indicator: Yellow (Low/Increased)

**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 in previous years through Educator Effectiveness Grant funding while school-wide reading intervention for Tier 3 intervention at the elementary schools is 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 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:	Professional Services MOU 5000-5999: Services And Other Operating Expenditures Title II \$15,000	Professional Services MOU 5000-5999: Services And Other Operating Expenditures Title II \$36,000

1st: 26% to 49%  
2nd: 35% to 68%  
3rd: 38% to 65%  
4th: 36% to 56%  
5th: 25% to 38%  
6th: 17% to 34%

## 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. 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 2018. At the end of the 17/18 school year, the district showed an overall increase of 5% on the ELA CAASPP scores and an increase of 1% on the math portion of the CAASPP. The changes resulted in the district being moved from the "orange" status of the academic indicator to the "yellow" status according to the CA School Dashboard. The CAASPP scores also show a decrease in the achievement gaps between Hispanic and White students and LI and NLI students. The achievement gap between ELs and EOs, however, each increased by approximately 3%.

The district had 119 reclassifications in 2018/2019 following 116 reclassifications in 2017/2018, 25 in 2016/2017 and 261 in 2015/2016. The low number of reclassifications in 2016/2017 was due to the language proficiency assessment changing from the CELDT to the ELPAC and the summative assessment window moving from the fall (October) to a spring window (February to May). Reclassifications were stalled due to this missing criteria in the fall which led to a lower number (e.g. 25) of reclassifications that year. The district must have the same number (or more) of reclassifications and students moving up one level on the ELPAC in order for the indicator to continue showing positive progress. We anticipate having the ELPI indicator show positive progress when it is reinstated after going into "hibernation" within the next couple of years.

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 in the district. More parents participated in their children's parent-teacher conferences (increase from 94.8% to 96.4%) this year and provided feedback to the schools (survey participation increased from 66% to 87%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and benefits are subject to changes with personnel changes made after budget adoption. However, material differences are noted for the following actions:

Action 2.2: Material difference of \$69,000 increased for the districts Chrome book 1:1 distribution. This amount was designated for new devices due to increased enrollment and replacement of existing devices.

Action 2.5: Certificated personnel costs increased significantly due to units submitted by staff, resulting in placement changes on the certificated salary schedule. Classified personnel costs decreased significantly due to a an unpaid leave of absence for a staff member.

Action 2.8: The NWEA service contract funding was moved to unrestricted lottery.

Action 2.9: Material differences due to increase in professional development days contracted with the 95% Group. The projection included 5 days of coaching and the final contract is for a total of 12 days of coaching for both teachers and administrators.

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. One of the changes included the intensive reading intervention support services. A new professional development (i.e. foundational reading skills and strategies training) was provided by the 95 Percent Group consulting firm (Goal #2, Action #9) and the district utilized Title II Part A funds for these services. The additional change for Goal 2 includes a new action which is the utilization of time (.75 FTE) of each of the four Learning Coordinators at the elementary school sites to provide coaching, lesson demonstrations and site-based professional development to support the school's instructional program (NEW ACTION - Goal #2, Action #10). This new action will be funded by Title I.



# Annual Update

LCAP Year Reviewed: 2018-19

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**

Site administration reports

Master schedule in middle school

SEIS Reports

1. 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.

L/FY summer school participants demonstrated an average of 9% growth on a pre-post summer school literacy assessment.

K: 73.4% to 82.2%  
1st: 69.2% to 73.8%  
2nd: 71.1% to 80.6%

## Expected

### 18-19

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 pre-post summer school literacy assessment.

### Baseline

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.

### Metric/Indicator

Participation reports for music program

Master schedule in middle school

## Actual

3rd: 38.7% to 42.9%

4th: 55.1% to 69.4%

5th: 61.8% to 69.4%

6th: 49.6% to 59.3%

2. 100% of 4th-6th grade students receive fine arts instruction.

100% of 4th grade students and a minimum of 50% of the 5th and 6th grade group receive music instruction from one of the four music teachers via a pull-

## Expected

### 18-19

100% of 4th -6th grade students will receive fine arts instruction.

Participation rates in music programs will increase by 2%.

### Baseline

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.

### Metric/Indicator

Report Cards

### 18-19

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

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%

### Metric/Indicator

Physical Fitness Testing (PFT)

## Actual

out music instructional block. Students who do not receive music instruction receive art instruction from a classroom teacher.

5th and 6th grade student participation in the music program in 2018-19 (by school):

Cinnamon: 98 out of 154 (63.6%)

Lemoore El: 106 out of 153 (69.3%)

Meadow Lane: 92 out of 143 (64.3%)

Engvall: 116 out of 180 (64%)

Participation in music instruction in grades 5-6 increased from 50% in 2017-18 to 65.4% in 2018-19.

171 out of 610 middle school students participated in the music program.

Middle school student participation in the music program in 2018-19 increased from 26% to 28% compared to the previous year.

3.1st -3rd grade pupil averages for each content area in Tri 2 of 2018/2019 compared to 2017/2018:

ELA - The pupil average increased by 9% from 2.70 to 2.94

Math - The pupil average increased by 10% from 2.77 to 3.06

P.E. - The pupil average decreased by 2% from 3.07 to 3.00

4th - 8th grade pupils meeting or exceeding standards on report card in 2018/2019 compared to 2017/2018:

Science (grades 4-8) - The percentage of pupils meeting/exceeding decreased by 1.7% from 54% to 52.3%

Social Science (grades 4-8) - The percentage of pupils meeting/exceeding increased by 1.2% from 55% to 56.2%

Fine Arts (grades 5-6) - The percentage of pupils meeting/exceeding increased by 7.5% from 77% to 84.5%

4. 5th and 7th grade physical fitness test scores in 2017/2018 compared to 2016/2017 were as follows:

5th grade

## Expected

### 18-19

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%.

### Baseline

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%

## Actual

Aerobic Capacity: decreased from 63% to 61%

Body Composition: increased from 53% to 58%

Abdominal Strength: decreased from 60% to 59%

Trunk Extension: increased from 63% to 72%

Upper Body Strength: increased from 44% to 57%

Flexibility: increased from 69% to 70%

#### Percent of 5th Students Meeting Fitness standards

5 of 6 standards: increased from 21% to 22%

6 of 6 standards: increased from 12% to 13%

#### 7th grade

Aerobic Capacity: decreased from 66% to 59%

Body Composition: maintained at 52%

Abdominal Strength: decreased from 83% to 80%

Trunk Extension: decreased from 89% to 85%

Upper Body Strength: increased from 41% to 47%

Flexibility: decreased from 79% to 69%

#### Percent of 7th Students Meeting Fitness standards

5 of 6 standards: decreased from 26% to 23%

6 of 6 standards: increased from 20% to 16%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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 was a focus in 2018/2019 to support and improve instruction in this content area. A science textbook adoption will take place in 2019/2020.</p> <p>4th - 8th grade pupils meeting or exceeding standards on report card in 2018/2019 compared to 2017/2018:            Science (grades 4-8) - The percentage of pupils meeting/exceeding decreased by 1.7% from 54% to 52.3%            Social Science (grades 4-8) - The percentage of pupils meeting/exceeding increased by 1.2% from 55% to 56.2%            Fine Arts (grades 5-6) - The percentage of pupils meeting/exceeding increased by 7.5% from 77% to 84.5%</p>	<p>This action is paid for through other funds. Not Applicable \$0</p>	<p>This action is paid for through other funds. Not Applicable \$0</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Operate fine arts program that includes 4 music teachers that</p>	<p>3.2 Action Update: Four music teachers provide instruction to students in grades four through</p>	<p>Music Teacher Personnel - Certificated Salary &amp; Benefits</p>	<p>2 FTE Music Teacher Personnel - Certificated Salary &amp; Benefits</p>

provide instruction to students in grades four through eight.

eight. Of the four, two are supported in the LCAP. 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.

100% of 4th grade students and a minimum of 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. Students who do not receive music instruction receive art instruction from a classroom teacher.

5th and 6th grade student participation in the music program in 2018-19 (by school):

Cinnamon: 98 out of 154 (63.6%)  
Lemoore El: 106 out of 153 (69.3%)  
Meadow Lane: 92 out of 143 (64.3%)  
Engvall: 116 out of 180 (64%)

Participation in music instruction in grades 5-6 increased from 50% in 2017-18 to 65.4% in 2018-19. 171 out of 610 middle school students participated in the music program. Middle school student participation in the music program in 2018-19 increased from 26% to 28% compared to the previous year.

Supplemental and Concentration  
\$159,417

1000-3999 LCFF Supplemental  
and Concentration \$161,556

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.3 Operate Physical Education program to include 4 PE teachers that provide instruction to students in grades TK through six.</p>	<p>3.3 Action Update: Four elementary PE teachers provide instruction to students in grades TK through 6th at the four elementary schools. Each school uses a unique schedule to provide the instructional minutes to support PE instruction in grades TK-6. PE teachers team teach between 2-4 grade-level classes at a time throughout the day and will alternate between school sites.</p> <p>5th and 7th grade physical fitness test scores in 2017/2018 compared to 2016/2017 were as follows:</p> <p>5th grade            Aerobic Capacity: decreased from 63% to 61%            Body Composition: increased from 53% to 58%            Abdominal Strength: decreased from 60% to 59%            Trunk Extension: increased from 63% to 72%            Upper Body Strength: increased from 44% to 57%            Flexibility: increased from 69% to 70%</p> <p>Percent of 5th Students Meeting Fitness standards            5 of 6 standards: increased from 21% to 22%</p>	<p>Certificated Salary &amp; Benefits Supplemental and Concentration \$300,293</p>	<p>PE Teacher Personnel- Certificated Salary &amp; Benefits 1000-3999 LCFF Supplemental and Concentration \$318,075</p>

6 of 6 standards: increased from 12% to 13%

7th grade

Aerobic Capacity: decreased from 66% to 59%

Body Composition: maintained at 52%

Abdominal Strength: decreased from 83% to 80%

Trunk Extension: decreased from 89% to 85%

Upper Body Strength: increased from 41% to 47%

Flexibility: decreased from 79% to 69%

Percent of 7th Students Meeting Fitness standards

5 of 6 standards: decreased from 26% to 23%

6 of 6 standards: increased from 20% to 16%

## 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. Students in the four elementary schools in grades 2nd - 6th are all receiving instruction in history/social science, science and fine arts. The fine arts instruction in grades 4-6 may include either art instruction in the classroom or music instruction by a certificated music teacher. Additionally, all students TK-6 receive PE instruction throughout the week from dedicated PE instructors.



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 demonstrated a 9% average growth on the summer school literacy assessment when compared to their progress at the end of the school year.

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 increased from 50% in 2017-18 to 65.4% in 2018-19. Middle school participation rates in the music department continue to grow, increasing from 26% to 28% compared to the previous year.

1st-3rd grade pupil averages on the report card in ELA and math continue to improve with an average of ELA improving from 2.70 to 2.94 and math from 2.77 to 3.06. PE maintains steady with an average of 3.07 to 3.00.

4th-8th grade pupils meeting or exceeding standards on the report card increased in fine arts from 77% to 84.5% and in social science from 55% to 56.2% while science dipped slightly from 54% to 52.3%.

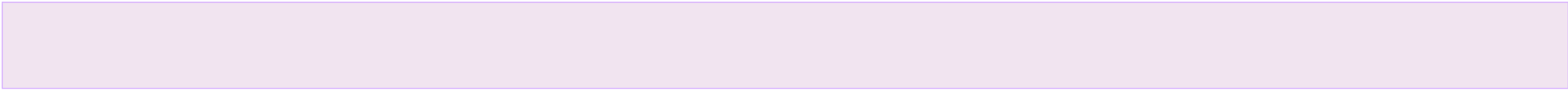
The Physical Fitness Test (PFT) shows some growth with the percentage of students meeting at least 5 of 6 fitness standards increasing from 33% to 35% in 5th grade although in 7th grade, that percentage dipped from 45% to 39%. In 5th grade, positive growth was more pronounced in body composition (53% to 58%), trunk extension (62% to 72%) and upper body strength (44% to 57%). In 7th grade, only upper body strength demonstrated growth going from 41% to 47% while the other areas dipped from 4% to 10%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.3: The budgeted expenditures provided were estimated low as the physical education staff for the 4 positions had not been hired at time of budget adoption. Staff hired in the positions had years of service that were honored on the certificated salary schedule which came in higher than originally projected.

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. This includes continuing the services from hiring 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: 2019-20

## Involvement Process for LCAP and Annual Update

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

As part of the approval process, 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 spent 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 establish a firm budget reviews throughout the year.

Beginning in January, 2018, 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 2018-19 LCAP and related information to the community during LUESD Board of Trustees open sessions: September 11, 2018, October 9, 2018, November 13, 2018, January 8, 2019, February 12, 2019, March 12, 2019. April 9, 2019.
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 2018-19 & 2019-20 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 August 31, 2018, November 9, 2018, January 25, 2019 and April 26, 2019.
5. A teacher survey was conducted during one week in January 2019. Of the 163 teachers in the district, 112 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 2019 with data presented to the School Board and community on March 12, 2019.
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 17, 2019, March 21, 2019 and May 9, 2019.

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 24, 2018, December 5 2018, January 30, 2019, March 13, 2019, April 24, 2019, May 22, 2019
9. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Teachers' Association (LETA) on August 28, 2018, September 27, 2018, November 6, 2018, January 29, 2019, February 26, 2019. April 30, 2019 and May 22, 2019.
10. The superintendent, assistant superintendent, human resources director, and chief business official met with representatives of the Lemoore Elementary Classified Association (LECO) on November 26, 2018, March 5, 2019 and May 24, 2019, to review 2018-19 actions and services and share information about actions and services for 2019-20. Classified input was gathered to support 2019-2020 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 2019-20 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 March 12, 2019 meeting.
13. The superintendent and assistant superintendent met with the Parent Advisory Committee (PAC) and community members including Military Liaison on: October 23, 2018, April 30, 2019, and May 21, 2019. Feedback gleaned from the parent/community group provided support for next steps in the development of the 2019-20 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 maintaining our additional 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 2018-19 school year the focus on a reading intervention 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 2018-19 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 2018-19 LCAP goals and investments. There was consensus with goals established for the 2019-20 LCAP in relation to maintaining services that are in alignment to the established goals. Additions, to the LCAP in the 2018-19 year included 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). All three of these additions will be maintained in the 2019-2020 school year.

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 2019-20 outcomes.

3. The consensus of the administration was that reading intervention should continue to be a priority for inclusion in the 2019-20 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). Data gathered during the 2018-19 school year supports continuing this support.

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. This coordination is conducted through quarterly FYSCP meetings and through the launching of the Foster Focus database which is foster youth data that is shared between districts, the Kings County Office of Education and Kings County Human Services Agencies to coordinate and ensure continued services for foster youth.

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 has appointed a KCEAC member to coordinate services for FY since 2016-17 and continue this partnership in 2017-18, and 2018-19 (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. 64.3% (All), 32.2% (80-90%), 3.5% (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 1,605 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 I feel welcomed when I visit my child's school or when I contact the school. 97.7% Agree, 2.3% Disagree
- 6.2 Learning is the top priority at my child's school. 97.5% Agree, 2.5% Disagree
- 6.3 I am satisfied with the level of communication between myself and my child's school. 95.7% Agree, 4.3% Disagree
- 6.4 I am satisfied with the number and types of parental involvement opportunities available at the school. 92.3% Agree, 7.7% Disagree

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 2019-20 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 and maintaining these areas in the 2019-2020 plan.

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. 84.2% Agree, 15.8% Disagree
- 12.2 I feel like I am a part of this school. 80.6% Agree, 19.4% Disagree
- 12.3 I feel safe at this school. 85.5% Agree, 14.5% Disagree
- 12.4 Students are treated with respect at this school. 74% Agree, 26% 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: 43.8% Good, 28.6% Safe, 29.4% No impact
- 12.6 Did speaking to your counselor help you? (Mark all that apply): 53.7% Yes, it helped, 43.2% I enjoyed speaking to my counselor, 54.7% I felt better, 16.1% It did not help me

13. The superintendent reviewed the 2018-19 and 2019-20 LCAP with the Parent Advisory Committee, (PAC). PAC members shared their support for continued emphasis on reading interventions. They were supportive of continuing the additional nursing services (Goal #1, Action 2) to ensure equitable services district wide. They expressed full support of sustaining physical education teachers in the elementary schools (Goal #3, Action #3). They also shared their support for the Learning Coordinators in the area of social emotional behavior interventions, and expressed appreciation of staff training being conducted 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 in the 2018-19 year, we continue to have the fiscal ability to sustain the 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. CONTINUE TO PROVIDE 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 2019-2020 - 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 2018 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 2018-19 LCAP actions and services was shared along with the review of the 2019-20 LCAP. 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 were emphasized to be continued and social emotional 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 District Advisory Committee (DAC) was provided with a summary of 2018-19 LCAP initiatives, services, and programs along with the 2019-20 LCAP. 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 continue physical education teachers at 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 2019-20 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. The 2019-20 actions and services were also supported.

8. A summary of 2019-20 services and actions was presented. Council input was limited to clarifying questions and comments about the data presented.

THERE WERE NO MAJOR CHANGES MADE TO THE 2019-20 LCAP AS A RESULT OF STAKEHOLDER INVOLVEMENT. STAKEHOLDER GROUPS WERE UNANIMOUS IN THEIR SUPPORT FOR THE ACTIONS AND SERVICES BEING PROVIDED. THEY CONTINUE TO SUPPORT OUR ADDITIONS FROM 2018-19 WHICH 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 (DataQuest)	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 (CA Dashboard)	2. Chronic Absenteeism rate 2016: 7.4%	2. Chronic absenteeism rate will be: 7.3%	2. Chronic Absenteeism rate will be: 7.2% Chronic Absenteeism Indicator Performance: "Green"	2. Chronic Absenteeism rate will be : 7.1% Chronic Absenteeism Indicator Performance: "Green"
3. Suspension rate (District)- (CA Dashboard) 3b. Suspension rate (African American) (CA Dashboard)	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 (DataQuest)	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- (DataQuest)	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. (Local Data 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)

[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

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

### 2017-18 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).

### 2018-19 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).

### 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).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$476,122	\$503,443	\$524,080
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Elementary Counselor Certificated Salary & Benefits	1000-3999 Elementary Counselor Certificated Salary & Benefits	1000-3999 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

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

1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 4 FTE (LVN) licensed vocational nurses

### 2018-19 Actions/Services

1.2 Provide nursing services, including 1 FTE (RN) registered nurses and 5 FTE (LVN) licensed vocational nurses

### 2019-20 Actions/Services

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	\$129,154
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 RN Certificated Management Salary & Benefits	1000-3999 RN Certificated Management Salary & Benefits	1000-3999 RN Certificated Management Salary & Benefits
Amount	\$305,961	\$376,543	\$368,392
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 LVN Personnel Costs Classified Salary & Benefits	1000-3999 LVN Personnel Costs Classified Salary & Benefits	1000-3999 LVN Personnel Costs Classified Salary & Benefits
Amount	\$113,811	\$119,502	\$131,149
Source	Base	Base	LCFF Base
Budget Reference	1000-3999 RN Certificated Management Salary & Benefits	1000-3999 RN Certificated Management Salary & Benefits	1000-3999 RN Certificated Management Salary & Benefits

**Action 3**

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

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

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

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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).

2018-19 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).

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).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
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	\$136,563
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 LMS Counselor Costs Certificated Salary & Benefits	1000-3999 LMS Counselor Costs Certificated Salary & Benefits	1000-3999 LMS Counselor Costs Certificated Salary & Benefits
Amount	\$133,250	\$140,991	\$146,822
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 LMS Assistant Principal Costs Certificated Salary & Benefits	1000-3999 LMS Assistant Principal Costs Certificated Salary & Benefits	1000-3999 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)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**



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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

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	\$17,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Personnel Costs certificated coaching stipends and benefits	1000-3999 Personnel Costs certificated coaching stipends and benefits	1000-3999 Personnel Costs certificated coaching stipends and benefits
Amount	\$5000	\$5000	\$5000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Amount	\$3,500	\$5,000	\$7,715
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation - Services & Other Operating	5800: Professional/Consulting Services And Operating Expenditures Transportation - Services & Other Operating	5800: Professional/Consulting Services And Operating Expenditures Transportation - Services & Other Operating
Amount	\$1,650	\$0	\$0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures City Field Rental- Services & Other Operating	5800: Professional/Consulting Services And Operating Expenditures City Field Rental- Services & Other Operating	5800: Professional/Consulting Services And Operating Expenditures City Field Rental- Services & Other Operating
Amount	\$7,500	\$12,715	\$11,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Classified coaching stipends and benefits	1000-3999 Classified coaching stipends and benefits	1000-3999 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)

### 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
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**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
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**2017-18 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.

**2018-19 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.

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,570	\$3,877
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	\$0
Source		Supplemental and Concentration	Not Applicable
Budget Reference		Raptor Visitor Management- Update Scanner Equipment	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)

[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

New Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 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.

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$21,800	\$21,800	\$21,800
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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

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  
Specific Grade Spans: TK-6

### Actions/Services

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

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

New Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

1.8 Four Learning Coordinators provide support for social/emotional behavior

2019-20 Actions/Services

1.8 Four Learning Coordinators provide support for social/emotional behavior

interventions and monitoring of behavior supports (25%).

interventions and monitoring of behavior supports (25%).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$137,725	\$138,230
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-3999 Certificated Management Salaries & Benefits	1000-3999 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)

Unchanged 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 continues to improve but long-term English Learners still have substantial growth to make. The achievement gap between English learners (EL) and English only (EO) pupils remains significant.

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 2017-18, continue to remain high.

2014-15: 68 of 768 English Learners (8.2%)

2015-16: 261 of 737 English Learners (35.4%)

2016-17: 110 of 542 English Learners (20.3%)

2017-18: 118 of 566 English Learners (20.8%)

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 is:

ELA: 14.2% (EL) to 50.1% (EO) - (difference of 35.9%)  
 Math: 8.5% (EL) to 36.3% (EO) - (difference of 27.8%)  
 Result: the achievement gap grew by 1% in ELA and 4% in math between these two student groups.

The achievement gap between Hispanic (H) and White (W) pupils:  
 ELA: 44.2% (H) to 55.7% (W) - (difference of 11.5%)  
 Math: 31.0% (H) to 40% (W) - (difference of 9%)  
 Result: the achievement gap shrank by 2% in ELA and 4% in math between these two student groups.

The achievement gap between low-income (LI) and not-low-income (NLI) pupils:  
 ELA: 42.2% (LI) to 62.4% (NLI) - (difference of 20.2%)  
 Math: 29.6% (LI) to 46.5% (NLI) - (difference of 16.9%)  
 Result: the achievement gap by 3% in ELA and 3% in math between these two student groups.

Parent participation is at 96.4% 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 least 5% as compared with 2016-17.	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 least 5% as compared with prior year.	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 least 5% as compared with prior year.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		CA Dashboard ELA Target: (Low/Increased) CA Dashboard Math Target: (Low/Increased)	CA Dashboard ELA Target: (Medium/Increased) CA Dashboard Math Target: (Low/Increased)	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 20.2% to 20.3%.
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%) Math: 11% (EL) to 34.9% (EO) - (difference of 23.9%)	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.	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 measured by State assessments.	Achievement gap reduced by at least 3% between English Learners and English Only pupils and low-income and not-low-income pupils as measured by State assessments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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%)</p> <p>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%)</p>			
Credential Data	<p>100% of teachers are appropriately assigned.</p> <p>23 teachers are without a full credential.</p>	<p>100% of teachers will be appropriately assigned.</p> <p>Reduce the number of teachers without a full credential by 25%.</p>	<p>100% of teachers will be appropriately assigned.</p> <p>Reduce the number of teachers without a full credential by 25%.</p>	<p>100% of teachers will be appropriately assigned.</p> <p>Reduce the number of teachers without a full credential by 25%.</p>
Annual textbook resolution	<p>100% of pupils are provided sufficient instructional materials in 2016-17.</p>	<p>There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.</p>	<p>There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.</p>	<p>There will be sufficient instructional materials provided for 100% of pupils as reported in board resolution.</p>
Facilities Rating	<p>All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).</p>	<p>All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.</p>	<p>All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.</p>	<p>All facilities will have a rating or good or better as reported in the Facilities Inspection Tool.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Attendance at Parent-teacher Conferences</p> <p>Parent Survey Results</p> <p>Parent Participation</p>	<p>Parent teacher conference attendance is at 90%</p> <p>37% of parents submitted the Parent Survey.</p> <p>Attendance at DELAC averaged six parents per meeting.</p> <p>Attendance at School Site Council (SSC) averaged 4 parents per site.</p> <p>Attendance at Parent Advisory Committee (PAC) averaged six parents per a meeting. Parent representatives included students with exceptional needs.</p> <p>Parent participation at "Superintendent's Coffee" included 20 parents in the district.</p>	<p>Attendance at parent-teacher conference will increase to 91%.</p> <p>Parent survey submission will improve to 40%.</p> <p>Parents attending DELAC will increase by 25%.</p> <p>Parents attending SSC will increase by 25%.</p> <p>Parents attending PAC will increase by 25%.</p> <p>Parents attending "Superintendent's Coffee" will increase by 10%.</p>	<p>Attendance at parent-teacher conference will increase to 92%.</p> <p>Parent survey submission will improve to 45%.</p> <p>Parents attending DELAC will increase by 25%</p> <p>Parents attending SSC will increase by 25%.</p> <p>Parents attending PAC will increase by 25%.</p> <p>Parents attending "Superintendent's Coffee" will increase by 10%.</p>	<p>Attendance at parent-teacher conference will increase from 96.4% to 96.5%.</p> <p>Parent survey submission will improve from 87% to 88%.</p> <p>Parents attending DELAC will increase from 6 parents to 7 parents.</p> <p>Parents attending SSC will increase from an average of 4 parents to an average of 5 parents.</p> <p>Parents attending PAC will increase from 8 parents to 9 parents.</p> <p>Parents attending "Superintendent's Coffee" will increase from 24 parents to 30 parents.</p>
<p>A-G pass rate, CTE, AP pass rate, and EAP</p>	<p>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not</p>	<p>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not</p>	<p>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not</p>	<p>A-G pass rate, CTE, AP pass rate, and EAP: These metrics do not</p>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

apply as we are a K-8 elementary district.

apply as we are a K-8 elementary district.

apply as we are a K-8 elementary district.

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)

**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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Continue annual professional development for all instructional staff in English language arts, math, and/or English language development.

2.1 Provide annual professional development for all instructional staff in English language arts, math, and/or English language development.

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.

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

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	\$179,737
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Certificated Personnel Costs Salary & Benefits	1000-3999 Certificated Personnel Costs Salary & Benefits	1000-3999 Certificated Personnel Costs Salary & Benefits
Amount	\$12,757	\$13,096	\$11,352
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Classified Personnel Costs Salary & Benefits	1000-3999 Classified Personnel Costs Salary & Benefits	1000-3999 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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	LCFF 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/Upgrades	4000-4999: Books And Supplies Chromebooks Replacement/Upgrades

**Action 3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

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

2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).

## 2018-19 Actions/Services

2.3 Provide additional 15 minutes to each regular, instructional day schedule compared to the baseline year (2013/2014).

## 2019-20 Actions/Services

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	\$232,832
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Certificated Personnel Costs Salary & Benefits	1000-3999 Certificated Personnel Costs Salary & Benefits	1000-3999 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)

**Location(s):**

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

All

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  
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  
2.4 Provide summer school program.

2018-19 Actions/Services  
2.4 Provide summer school program.

2019-20 Actions/Services  
2.4 Provide summer school program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$56,815	\$56,815	\$58,028
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	1000-3999 Personnel Costs Certificated Salary & Benefits	1000-3999 Personnel Costs Certificated Salary & Benefits	1000-3999 Personnel Costs Certificated Salary & Benefits
Amount	\$10,000	\$10,000	\$9,000
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	\$9,000
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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

2.5 Provide ELD support under the direction of the certificated English language development teachers, with

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

Modified Action

2018-19 Actions/Services

2.5 Provide ELD support under the direction of the certificated English language development teachers, with

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

Modified Action

2019-20 Actions/Services

2.5 Provide ELD support under the direction of the certificated English language development teachers, with

trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.

trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.

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	\$626,538
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 5 Teachers-Certificated Salary & Benefits	1000-3999 5 Teachers- Certificated Salary & Benefits	1000-3999 5 Teachers-Certificated Salary & Benefits
Amount	\$313,871	\$338,896	\$358,013
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 13 Paraprofessionals -Classified Salary & Benefits	1000-3999 13 Paraprofessionals -Classified Salary & Benefits	1000-3999 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)

[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	Schoolwide	Specific Schools: Liberty Middle School
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**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.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$96,543	\$101,542	\$108,308
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Personnel Cost - Certificated Salaries & Benefits	1000-3999 Personnel Cost - Certificated Salaries & Benefits	1000-3999 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

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

2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.

2018-19 Actions/Services

2.7 Operate class size reduction at 24:1 pupil to teacher ratio in the TK-3 grade span.

2019-20 Actions/Services

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	\$1,641,825
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 CSR Teachers - Certificated Salaries and Benefits	1000-3999 CSR Teachers - Certificated Salaries and Benefits	1000-3999 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
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 Discontinued NWEA Services

Amount	\$22,430	\$27,294	\$27,294
Source	Supplemental and Concentration	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures EADMS- Adrylan Communications- Other Services	4000-4999: Books And Supplies IO Education, LLC	4000-4999: Books And Supplies Illuminate Education

### 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)

All

**Location(s):**

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

Specific Schools: Elementary Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

2.9 Provide intensive reading intervention supports

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

Modified Action

2018-19 Actions/Services

2.9 Provide intensive reading intervention supports

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

Modified Action

2019-20 Actions/Services

2.9 Provide intensive reading intervention supports

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$30,000
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

**Action 10**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: Elementary Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

2.10 Four Learning Coordinators provide coaching, lesson demonstrations and site-based professional development to support the school's instructional program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			\$414,000
Source			Title I
Budget Reference	N/A	N/A	1000-3999 .75 FTE for Four Learning Coordinators at the Elementary sites.



# 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 2018-2019 school year.

All 7th - 8th grade students received social science and science instruction.

28% of middle school students are enrolled in the music program in 2018-2019 compared to 26% in 2017-2018.

At the elementary grades, 65.4% of 5th - 6th grade students participated in the music program compared to 50% in 2017-2018.

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): 52.3%

Social Science (grades 4-8): 56.2%

Fine Arts (grades 5-6): 84.5%

## Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	demonstrated an average of 13.1% growth on a pre-post summer school literacy assessment.	of 14% growth on a pre-post summer school literacy assessment.	of 15% growth on a pre-post summer school literacy assessment.	of 10% growth on a pre-post summer school literacy assessment.
<p>Participation reports for music program</p> <p>Master schedule in middle school</p>	<p>100% of 4th -6th grade students received fine arts instruction.</p> <p>23.5% of middle school students are enrolled in the music program.</p> <p>53.3% of 5th - 6th grade students participated in the music program.</p>	<p>100% of 4th -6th grade students will receive fine arts instruction.</p> <p>Participation rates in music programs will increase by 2%.</p>	<p>100% of 4th -6th grade students will receive fine arts instruction.</p> <p>Participation rates in music programs will increase by 2%.</p>	<p>100% of 4th -6th grade students will receive fine arts instruction.</p> <p>Participation rates in music programs will increase to 67% in 5th and 6th grades and to 30% in 7th and 8th grades.</p>
Report Cards	<p>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</p> <p>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%</p>	<p>1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%.</p> <p>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.</p>	<p>1st - 3rd grade pupil averages in ELA, math and P.E. will increase by 5%.</p> <p>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.</p>	<p>1st - 3rd grade pupil averages in ELA, math and P.E. will increase to 3.0 in ELA, 3.07 in math and 3.01 in P.E.</p> <p>4th - 8th grade pupils meeting or exceeding standards in social science, science, and fine arts will increase to 60% in social science, 55% in science and 85% in fine arts..</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Physical Fitness Testing (PFT)	<p>5th and 7th grade physical fitness test scores in 2016-17 were as follows:</p> <p>5th grade  Aerobic Capacity: 63%  Body Composition: 53%  Abdominal Strength: 60%  Trunk Extension: 62%  Upper Body Strength: 44%  Flexibility: 69%</p> <p>Percent of 5th Students Meeting Fitness standards  5 of 6 standards: 21%  6 of 6 standards: 12%</p> <p>7th grade  Aerobic Capacity: 66%  Body Composition: 52%  Abdominal Strength: 83%  Trunk Extension: 89%  Upper Body Strength: 41%  Flexibility: 79%</p> <p>Percent of 7th Students Meeting Fitness standards</p>	<p>5th and 7th grade pupil averages in each of the six fitness standards areas will increase by 2%.</p> <p>The percentage of 5th and 7th grade students meeting fitness standards (5 of 6 or 6 of 6) will increase by 3%.</p>	<p>5th and 7th grade pupil averages in each of the six fitness standards areas will increase by 2%.</p> <p>The percentage of 5th and 7th grade students meeting fitness standards (5 of 6 or 6 of 6) will increase by 3%.</p>	<p>Fitness standards for 5th grade pupils will improve to:  Aerobic Capacity: 63%  Body Composition: 60%  Abdominal Strength: 61%  Trunk Extension: 74%  Upper Body Strength: 59%  Flexibility: 72%</p> <p>Fitness standards for 7th grade pupils will improve to:  Aerobic Capacity: 65%  Body Composition: 54%  Abdominal Strength: 84%  Trunk Extension: 90%  Upper Body Strength: 49%  Flexibility: 72%</p> <p>Pupils meeting 5 out of 6 fitness standards will improve by 2% to 24% in 5th grade and 25% in 7th grade.</p> <p>Pupils meeting 6 out of 6 fitness standards will improve by 2% to 15% in 5th grade and 18% in 7th grade.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5 of 6 standards: 25% 6 of 6 standards: 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)

[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  
Specific Grade Spans: 2nd - 6th

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout

2018-19 Actions/Services

3.1 All second through sixth grade pupils receive instruction in history/social science, science, and fine arts throughout

2019-20 Actions/Services

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)

[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)

Specific Grade Spans: 4th - 8th

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

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	\$165,063
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-3999 Music Teacher Personnel - Certificated Salary & Benefits	1000-3999 Music Teacher Personnel - Certificated Salary & Benefits	1000-3999 Music Teacher Personnel - Certificated Salary & Benefits
Amount	\$29,000	\$0	\$0
Source	LCFF Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	Music Program Materials	Music Program Materials	Music Program Materials

**Action 3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Specific Schools: Elementary Schools  
Specific Grade Spans: TK-6

**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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	\$300,293	\$399,491
Source	<input type="text"/>	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	<input type="text"/>	1000-3999 Certificated Salary & Benefits	1000-3999 Certificated Salary & Benefits



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$5,552,459

Percentage to Increase or Improve Services

22.18%

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 2019/2020 were calculated on the basis of 70.97% (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 2019-20 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 suspension data. Attendance rates continue to be monitored and are maintaining at a rate of 96%. Suspension rates have fluctuated during the 2018-19 school year with projected decreases once the lagging data is released for each elementary school : Meadow Lane: 4.3% to 3.9%, Lemoore Elementary 3.0% to 3.3%, Engvall 3.3% to 2.2%, and Cinnamon 4.3% to 4.7%. (Priority 6)

1.2 Continue nursing services, including registered nurses and maintaining increase of one additional 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. Effectiveness monitored by attendance rates and chronic absenteeism data. Attendance rates continue to be monitored and are maintaining at a rate of 96%. Chronic Absenteeism has declined from 8.9% to 7.8% and in the 2018-19 school year to 7.1%. (Priority 5)

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. 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. Suspension data indicates a decline from 11.3% to 9.3% and 8.5% in the 2018-19 school year. Expulsion data also has decreased from 3.03% to 2.09% (Priority 6)

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. Attendance rates indicate that chronic absenteeism is lower as compared to students who do not participate 3.26% to 2.96%. (Priority 5)

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. The participation rate indicates steady parent engagement with 421 parent volunteers supporting schools in 2016-17, 415 in 2017-18 and 440 in 2018-19. These figures represent duplicated counts. (Priority 5)

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 monitored by attendance rates which indicate attendance rates maintaining at 96%. (Priority 6)

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 (Priority 5, 6). Suspension data indicates a decline from 11.3% to 9.3% and 8.5% in the 2018-19 school year.

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).

Actions are 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 state assessment data. The 2017-18 state assessment data shows ELA rates increased from 44% to 49% and math increased from 34% to 35%. (Priority 1, 2, 4)

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. Effectiveness monitored by attendance data and local and state assessment data. Attendance data indicate that student chronic absenteeism dropped from 8.9% to 7.1% from 2014-15 to 2017-18. State assessment data indicate ELA rates increased from 44% to 49% and math increased from 34% to 35%. (Priority 1)

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

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 state assessment data. State assessment data indicate ELA rates increased from 44% to 49% and math increased from 34% to 35%. The site continues to utilize the additional 15 minutes a day to support students with Tier 2 and Tier 3 academic supports. (Priority 1)

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 principally 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 state assessment data. Liberty Middle School's CAASPP ELA scores increased from 50% Standards Met/Exceeded to 57% while Math CAASPP scores increased from 39.7% to 43% Standards Met/Exceeded. (Priority 1, 2, 4)

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 additional time with each pupil is used to provide the instruction instructional support necessary to close the achievement gap between English learner/low income/foster youth pupils and their peers. The extra attention also benefits pupils who are struggling academically. Effectiveness monitored by local and state assessment data. Students reading at grade level increased from August to May by the following as measured by STAR assessments: 1st: 26% to 49%; 2nd: 35% to 68%; 3rd: 38% to 65%; 4th: 36% to 56%; 5th: 25% to 38%; 6th: 17% to 34%; The achievement gap between English Learners (EL) and English Only (EO) pupils using 2017-18 CAASPP data is: ELA: 14.3% (EL) to 49.1% (EO) - (difference of 34.8%) and Math: 11% (EL) to 34.9% (EO) - (difference of 23.9%). The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 41% (LI) to 61% (NLI) - (difference of 20%) and Math: 27% (LI) to 44% (NLI) - (difference of 17%). The achievement gaps decreased from the year prior. (Priority 2, 4)

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 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. Effectiveness monitored by local assessments. Students reading at grade level increased from August to May by the following (using STAR): 4th: 36% to 56%; 5th: 25% to 38%; 6th: 17% to 34% with the help of the NWEA assessment which identified fundamental skills in reading that each student needed and instructional staff supported during Tier 2 and Tier 3 academic intervention. (Priority 2, 4)

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 state assessment data. Although specific assessment data for history, science and art is not yet available through SBAC, state assessment data in ELA and math indicate ELA rates increased from 44% to 49% and math increased from 34% to 35%. In middle school, CAASPP scores from 16-17 to 17-18

increased from 50% to 57% Standards Met/Exceeded in ELA and increased from 39.7% to 43% Standards Met/Exceeded in math. EL/LI/FY summer school participants demonstrated an average of 9% growth on a pre-post summer school literacy assessment after a four-week summer school program that focused on science and reading. 4th - 8th grade pupils meeting or exceeding standards on report card: Science (grades 4-8): 52.3% (down slightly from 54% in 17-18); Social Science (grades 4-8): 56.2% (up slightly from 55% in 17-18). (Priority 7,8)

**3.2 Continue music program to include 4 teachers (LEA-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 assessment data. Attendance data is maintaining at 96% district-wide while middle school drop out rate has maintained at 0. 4th - 8th grade pupils meeting or exceeding standards on report card: Fine Arts (grades 5-6): 84.5% (up from 77% in 17-18) (Priority 7,8)

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

This action is principally directed towards EL/FY/LI pupils in grades TK-6. This program allows for physical education instruction to meet the minimum 200 minute requirement every ten instructional days. Effectiveness monitored by state assessment data. In 2017-2018, this action included: 22% of 5th grade students passing 5 out of 6 fitness standards and 13% of fifth grade students passing 6 out of 6 fitness standards on the Physical Fitness Test (PFT). This includes the percentage of 5th grade students passing each standards performance in the following areas: 61% aerobic capacity, 58% body composition, 59% abdominal strength, 72% trunk extension, 57% upper body strength and 70% flexibility. (Priority 7)

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

\$5,319,125.00

Percentage to Increase or Improve Services

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 suspension data. Attendance rates continue to be monitored and are maintaining at a rate of 96%.

while suspension rates at each elementary school have declined: 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%. (Priority 6)

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 students need the help of school nurses on occasion. Effectiveness monitored by attendance rates and chronic absenteeism data. Attendance rates continue to be monitored and are maintaining at a rate of 96%. Chronic Absenteeism has declined from 8.9% to 7.8%. (Priority 5)

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. Suspension data indicates a decline from 11.3% to 9.3% and expulsion data has decreased. (Priority 6)

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. Attendance rates indicate that chronic absenteeism is lower as compared to students who do not participate 3.26% to 3.43%. (Priority 5)

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. The participation rate indicates steady parent engagement with 421 parent volunteers supporting schools in 2016-17 as compared to 415 in 2017-18. (Priority 5)

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 monitored by attendance rates which indicate attendance rates maintaining at 96%. (Priority 6)

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.(Priority 5, 6)

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 state assessment data. The 2016-17 state assessment data shows ELA rates decreased from 48% to 44% and math increased from 33% to 34%. This reinforces the need to continue to provide professional development in reading and math to support all students. (Priority 1, 2, 4)

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 attendance data and local and state assessment data. Attendance data indicate that student chronic absenteeism dropped from 8.9% to 7.8% from 2014-15 to 2016-17. State assessment data indicate ELA rates decreased from 48% to 44% and math increased from 33% to 34%. (Priority 1)

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

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 state assessment data. State assessment data indicate ELA rates decreased from 48% to 44% and math increased from 33% to 34%. The site continues to utilize the additional 15 minutes a day to support students with Tier 2 and Tier 3 academic supports. (Priority 1)

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 principally 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 state assessment data. Liberty Middle School's CAASPP ELA scores were maintained at 50% Standards Met/Exceeded while Math CAASPP scores increased from 34% to 39.66% Standards Met/Exceeded. (Priority 1, 2, 4)

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 additional time with each pupil is used to provide the instruction instructional support necessary to close the achievement gap between English learner/low income/foster youth pupils and their peers. The extra attention also benefits pupils who are struggling academically. Effectiveness monitored by local and state



assessment data. 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%; The achievement gap between English Learners (EL) and English Only (EO) pupils using 2016-17 CAASPP data is: ELA: 6.6% (EL) to 45.8% (EO) - (difference of 39.2%) and 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%) and 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%) and Math: 27.2% (LI) to 46.9% (NLI) - (difference of 19.7%). The achievement gaps were largely maintained. (Priority 2, 4)

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. Students reading at grade level increased from August to May by the following (using STAR): 4th: 32% to 60%; 5th: 16% to 29%; 6th: 19% to 33% with the help of the NWEA assessment which identified fundamental skills in reading that each student needed and instructional staff supported during Tier 2 and Tier 3 academic intervention. (Priority 2, 4)

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. 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%; The achievement gap between English Learners (EL) and English Only (EO) pupils using 2016-17 CAASPP data is: ELA: 6.6% (EL) to 45.8% (EO) - (difference of 39.2%) and 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%) and 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%) and Math: 27.2% (LI) to 46.9% (NLI) - (difference of 19.7%). (Priority 2, 4)

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 state assessment data. Although specific assessment data for history, science and art is not yet available through SBAC, state assessment data in ELA and math indicate ELA rates decreased from 48% to 44% and math increased from 33% to 34%. In middle school, CAASPP scores from 15-16 to 16-17 maintained at 50% Standards Met/Exceeded in ELA and increased from 34% to 39.66% Standards Met/Exceeded in math. LI/FY summer school participants demonstrated an average of 13% growth on a pre-post summer school literacy assessment after a four-week summer school program that focused on science and reading. 4th - 8th grade pupils meeting or exceeding standards on report card: Science (grades 4-8): 54% (up from 46% in 16-17); Social Science (grades 4-8): 55% (maintained from 16-17). (Priority 7,8)

### 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 assessment data. Attendance data is maintaining at 96% district-wide while middle school drop out rate has maintained at 0. 4th - 8th grade pupils meeting or exceeding standards on report card: Fine Arts (grades 5-6): 77% (up from 75% in 16-17) (Priority 7,8)

### 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 state assessment data. Baseline data from 2016-17 prior to implementing this action include: 21% of 5th grade students passing 5 out of 6 fitness standards and 12% of fifth grade students passing 6 out of 6 fitness standards on the Physical Fitness Test (PFT). This includes the percentage of 5th grade students passing each standards performance in the following areas: 63% aerobic capacity, 53% body composition, 60% abdominal strength, 62% trunk extension, 44% upper body strength and 69% flexibility. (Priority 7)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,747,849

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.

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.

## 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 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.

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 principally 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:

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**

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[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



## 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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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



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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,553,711.00	5,631,825.00	4,794,608.00	5,581,005.00	6,264,263.00	16,639,876.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	119,502.00	0.00	113,811.00	119,502.00	0.00	233,313.00
LCFF Base	0.00	123,916.00	0.00	0.00	131,149.00	131,149.00
LCFF Supplemental and Concentration	0.00	5,374,131.00	505,122.00	803,736.00	5,582,792.00	6,891,650.00
Lottery	0.00	18,750.00	0.00	27,294.00	27,294.00	54,588.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	5,342,394.00	0.00	4,175,675.00	4,538,658.00	0.00	8,714,333.00
Title I	76,815.00	79,028.00	0.00	76,815.00	493,028.00	569,843.00
Title II	15,000.00	36,000.00	0.00	15,000.00	30,000.00	45,000.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	5,553,711.00	5,631,825.00	4,794,608.00	5,581,005.00	6,264,263.00	16,639,876.00
	5,128,161.00	0.00	32,500.00	7,035.00	3,877.00	43,412.00
1000-3999	0.00	5,099,069.00	4,300,478.00	5,111,126.00	5,797,577.00	15,209,181.00
4000-4999: Books And Supplies	360,000.00	432,021.00	365,000.00	392,294.00	391,294.00	1,148,588.00
5000-5999: Services And Other Operating Expenditures	65,550.00	65,750.00	91,480.00	65,550.00	63,800.00	220,830.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	34,985.00	5,150.00	5,000.00	7,715.00	17,865.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,553,711.00	5,631,825.00	4,794,608.00	5,581,005.00	6,264,263.00	16,639,876.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	119,502.00	0.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	0.00	0.00	29,000.00	0.00	3,877.00	32,877.00
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	4,951,844.00	0.00	3,500.00	7,035.00	0.00	10,535.00
	Title I	56,815.00	0.00	0.00	0.00	0.00	0.00
1000-3999	Base	0.00	0.00	113,811.00	119,502.00	0.00	233,313.00
1000-3999	LCFF Base	0.00	123,916.00	0.00	0.00	131,149.00	131,149.00
1000-3999	LCFF Supplemental and Concentration	0.00	4,917,125.00	476,122.00	803,736.00	5,194,400.00	6,474,258.00
1000-3999	Supplemental and Concentration	0.00	0.00	3,710,545.00	4,131,073.00	0.00	7,841,618.00
1000-3999	Title I	0.00	58,028.00	0.00	56,815.00	472,028.00	528,843.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	422,021.00	0.00	0.00	355,000.00	355,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	27,294.00	27,294.00	54,588.00
4000-4999: Books And Supplies	Supplemental and Concentration	350,000.00	0.00	365,000.00	355,000.00	0.00	720,000.00
4000-4999: Books And Supplies	Title I	10,000.00	10,000.00	0.00	10,000.00	9,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	21,800.00	21,800.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	18,750.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	40,550.00	0.00	91,480.00	40,550.00	0.00	132,030.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00	11,000.00	0.00	10,000.00	12,000.00	22,000.00



<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5000-5999: Services And Other Operating Expenditures	Title II	15,000.00	36,000.00	0.00	15,000.00	30,000.00	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	34,985.00	0.00	0.00	7,715.00	7,715.00
5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	5,150.00	5,000.00	0.00	10,150.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,597,531.00	1,558,012.00	1,317,654.00	1,597,531.00	1,640,782.00	4,555,967.00
<b>Goal 2</b>	3,496,470.00	3,594,182.00	3,293,147.00	3,523,764.00	4,058,927.00	10,875,838.00
<b>Goal 3</b>	459,710.00	479,631.00	183,807.00	459,710.00	564,554.00	1,208,071.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00
<b>Goal 6</b>			0.00	0.00	0.00	0.00
<b>Goal 7</b>			0.00	0.00	0.00	0.00
<b>Goal 8</b>			0.00	0.00	0.00	0.00
<b>Goal 9</b>			0.00	0.00	0.00	0.00
<b>Goal 10</b>			0.00	0.00	0.00	0.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	5,476,896.00	5,552,797.00	4,794,608.00	5,504,190.00	5,741,235.00
	0.00	0.00	0.00	0.00	0.00
Base	119,502.00	0.00	113,811.00	119,502.00	0.00
LCFF Base	0.00	123,916.00	0.00	0.00	131,149.00
LCFF Supplemental and Concentration	0.00	5,374,131.00	505,122.00	803,736.00	5,582,792.00
Lottery	0.00	18,750.00	0.00	27,294.00	27,294.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	5,342,394.00	0.00	4,175,675.00	4,538,658.00	0.00
Title I	0.00	0.00	0.00	0.00	0.00
Title II	15,000.00	36,000.00	0.00	15,000.00	0.00

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	76,815.00	79,028.00	875,017.00	76,815.00	523,028.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	875,017.00	0.00	0.00
Title I	76,815.00	79,028.00	0.00	76,815.00	493,028.00
Title II	0.00	0.00	0.00	0.00	30,000.00