LCFF Budget Overview for Parents

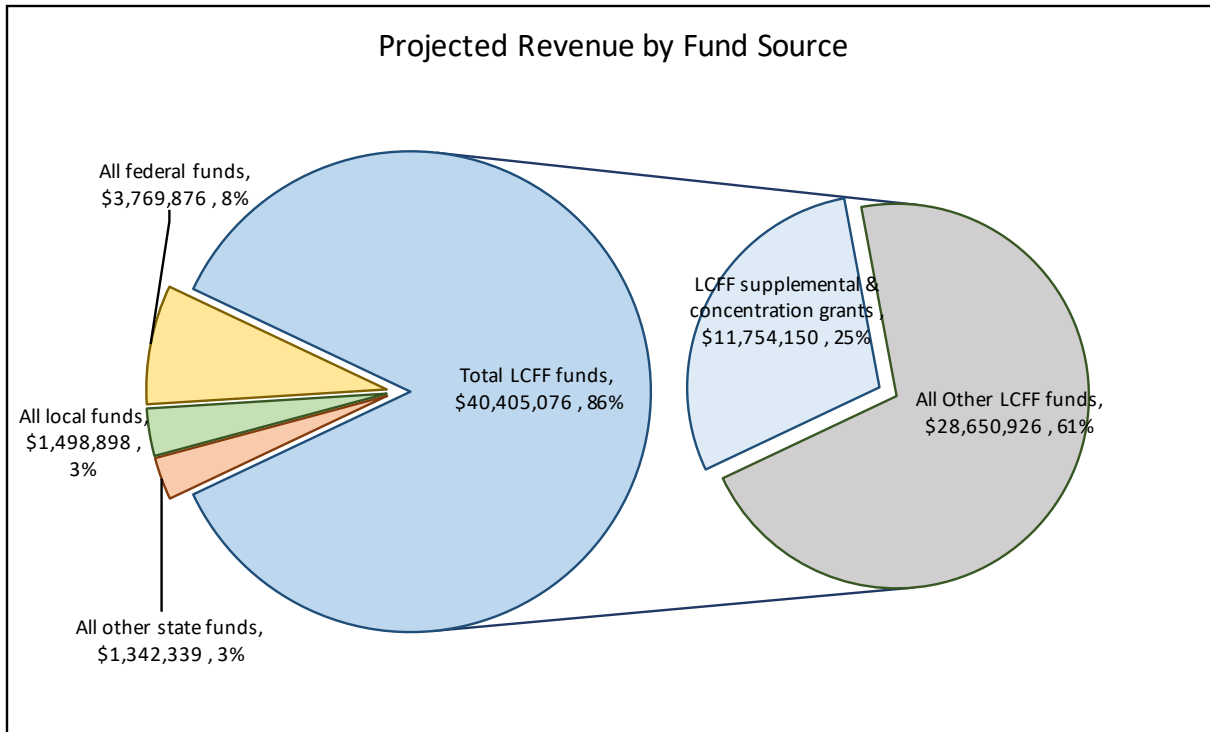Local Educational Agency (LEA) Name: Mendota Unified School District

CDS Code: 10-75127

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

LEA contact information: Jose M. Ochoa

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

Projected Revenue by Fund Source

All federal funds, $3,769,876 , 8%

All local funds, $1,498,898 , 3%

All other state funds, $1,342,339 , 3%

Total LCFF funds, $40,405,076 , 86%

LCFF supplemental & concentration grants , $11,754,150 , 25%

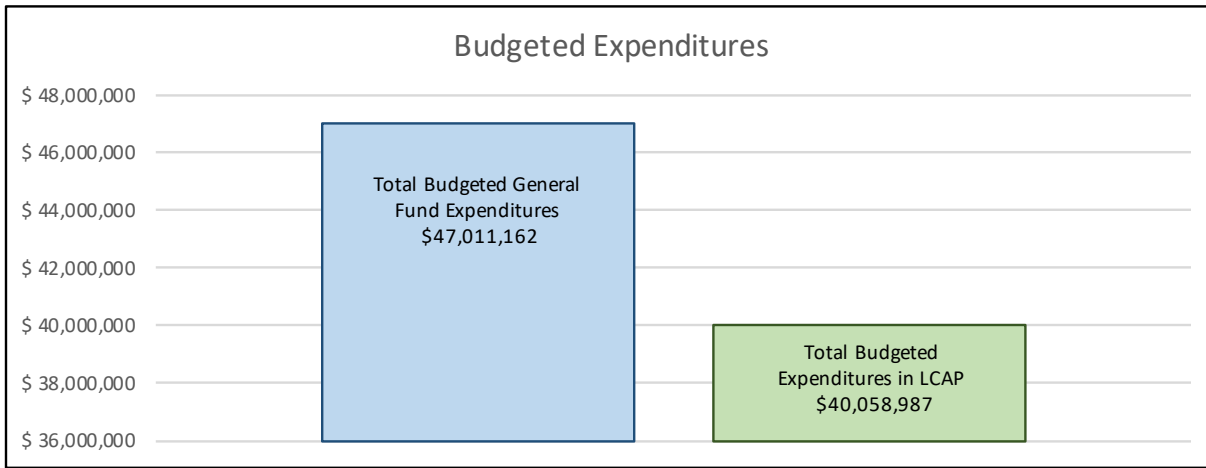All Other LCFF funds, $28,650,926 , 61%

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

The total revenue projected for Mendota Unified School District is $47,016,189.00, of which $40,405,076.00 is Local Control Funding Formula (LCFF), $1,342,339.00 is other state funds, $1,498,898.00 is local funds, and $3,769,876.00 is federal funds. Of the $40,405,076.00 in LCFF Funds, $11,754,150.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents

Budgeted Expenditures

$ 48,000,000	
$ 46,000,000	
$ 44,000,000	Total Budgeted General Fund Expenditures $47,011,162
$ 42,000,000	
$ 40,000,000	Total Budgeted Expenditures in LCAP $40,058,987
$ 38,000,000	
$ 36,000,000	

This chart provides a quick summary of how much Mendota Unified 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.

Mendota Unified School District plans to spend $47,011,162.00 for the 2019-20 school year. Of that amount, $40,058,987.00 is tied to actions/services in the LCAP and $6,952,175.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
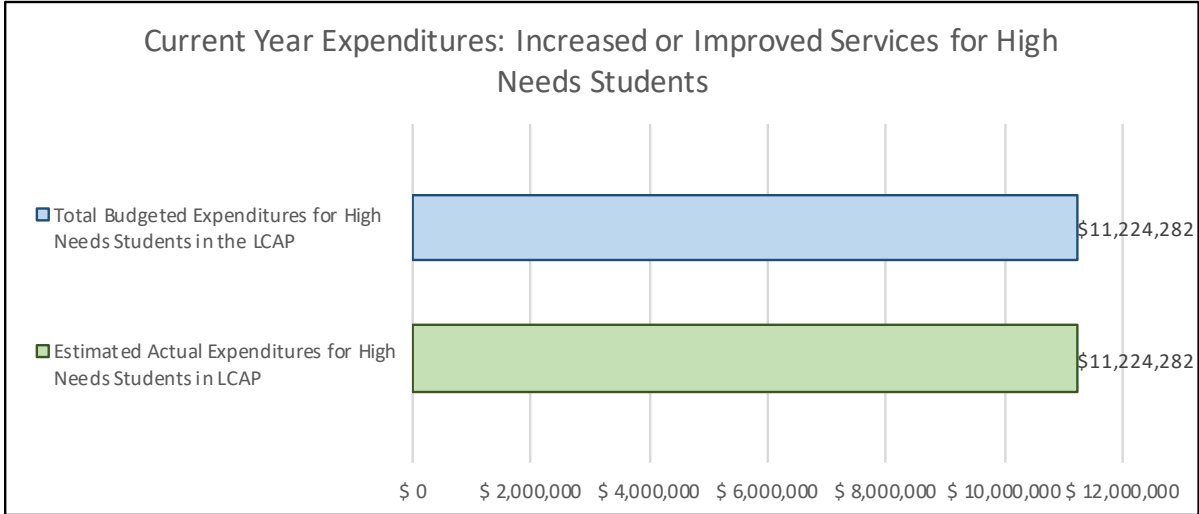
In addition to what is provided for the in the LCAP, the District provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance and activities.

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

In 2019-20, Mendota Unified School District is projecting it will receive $11,754,150.00 based on the enrollment of foster youth, English learner, and low-income students. Mendota Unified 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, Mendota Unified School District plans to spend $11,754,150.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$11,224,282
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$11,224,282

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000 $ 12,000,000

This chart compares what Mendota Unified 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 Mendota Unified 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, Mendota Unified School District's LCAP budgeted $11,224,282.00 for planned actions to increase or improve services for high needs students. Mendota Unified School District estimates that it will actually spend $11,224,282.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org (559) 655-2503

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

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

The Mendota Unified School District serves more than 3,400 students. Ninety-seven percent are Hispanic and 99% of the students are socially-economically-disadvantaged. Approximately 59% of the students are classified as English Learners. A total of 7 schools serve these students:

Washington Elementary School (K-1), Mendota Elementary School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12). Student safety and academic achievement along with providing many opportunities for continued growth and engagement for students and stakeholders are district priorities. Hiring practices for the district reflect the needs of the students. Providing highly qualified staff at all levels is at the core of the district's mission.

Approximately twelve percent of the students enrolled in the district are classified as Title III Immigrant students (students not born in the U.S. and attending U.S. schools for a total of less than 4 years). Many of these immigrant students are enrolling in our high school with no transferable secondary course credits. During 2017/18 school year Mendota High School enrolled over 50 newcomers to the school. For this current school year, the high school has enrolled another 36 newcomers. The large majority of these newcomer-students come to us with little or no educational experience. Therefore, the high school has established a newcomer program that provides these students with intensive support and access to the core offerings. Unfortunately, some of these newcomers are enrolling as 11th and 12th graders and the reality is that they will not be able to complete the 250 required credits to graduate with their respective cohort. The recent passage of AB 2121, which allows LEA's to waive graduation requirements for newcomer students, may help with this challenge assuming that these students will perform at a top level in every course they are enrolled in and assuming that no other variables will affect their progress. As the community of Mendota continues to offer immigrant families opportunities, our school district will continue to enroll these students. This is a challenge that the school district embraces and moves forward by offering these students the needed services and opportunities for their continued growth.

LCAP Highlights

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

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

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

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

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

As enrollment continues to increase, providing smaller class sizes for quality instruction continues to be a priority. The details of this district wide initiative can be found within goal #1 in action #10.

Understanding that our student population is diverse, the district will continue to provide many opportunities for students to engage in such as band in the elementary schools and and increased/improved programs in the area of career technical education. Evidence of this can be found within goal #2 in actions #9 and #11.

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

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

In a school district where approximately half of the student population is English Learner, the progress our schools' continue to make with this subgroup should be highlighted and celebrated. Previously the California Schools Dashboard English Learner Progress indicator had been reported as being level "Green". In addition, the district's reclassification rate for English Learners has been increasing for the past three years. For the year 2015/16 the district's reclassification rate was 5.1%, in 2016/17 the rate was 6%, and in 2017/18 the rate was 9%. Lastly, ELPAC data indicates that over half (55.9%) of our English Learners who took the assessment scored a level 3 or higher on the assessment.

The district will continue to place a huge emphasis on the Response to Intervention (RTI) program. The focus of the RTI program is focused literacy. This strategic focus has resulted in our students making positive gains in comprehension which in turn has resulted in an increase in the number of students exiting the English Learner Program as indicated above. Currently, the district has 42% of our English Learners in grades K-8 reading on grade level as measured by the Fountas and Pinnell literacy assessment. The district will continue to support this initiative and continue to hold the school sites accountable for progress in reading levels by requesting in depth data analysis from each respective school site. Goal #1 of the 2018/19 LCAP detailed the RTI program and it can continue to be found under the same goal for the 2019/20 school year.

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

and ensuring that this is being implemented effectively has been and will continue to be a priority for the district.

According to the dashboard data, the district made growth in the areas of Mathematics (increased by 6.2 points) and College and Career Readiness (increased by 9.6%). To maintain and build in the area of math, the district will continue to fund the "Teach-To-One" initiative at Mendota Junior High. The program was implemented during the 2017/18 school year at Mendota Junior High School and according to the dashboard, the school increased it's performance level by 9.7 points. To assist the district's elementary schools in the area of mathematics, the district will review the 2018/19 SBAC results and the impact that the Swun Math program had on the results. Based on this, the district will decide whether to continue with the Swun Math initiative. To build upon this current success, teachers and staff will be provided with opportunities for professional development and continue to closely monitor student progress. Student monitoring and staff professional development is supported throughout the plan; details of this support can be evidenced within goal #1 in action #8 and within goal #3 in action #5. The increase with regards to the College and Career Readiness indicator, can be attributed to the high school's focus on expanding the CTE program and expansion of it's Advance Placement offerings. The district will continue to support the site's efforts in providing more opportunities for students to be able to be college and career ready and will hold site leadership accountable for the successful implementation and student completion of the programs. The details of the increased offerings and Mendota High school can be found within goal #2 in action #9.

Safety is a district priority and the district continues to make improvements in this area. During the 2018/19 school year, two additional School Resource Officers were hired. In addition, additional surveillance cameras were installed throughout the district. Professional development for staff in this area has also increased. School sites are required to conduct a minimum of three lockdown drills per school year. Lastly, new during the 2018/19 school year was the "Active Shooter" simulation training for staff. For the 2019/20 school year, the district will continue to hold the safety of all as a priority and continue to support initiatives in this area as evidenced in goal #2 action #6 of this plan.

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 California School Dashboard indicates that Mendota Unified has three state performance indicators that are in the "Orange" performance category. The first one being the chronic absenteeism rate indicator, the second one being the graduation rate indicator, and the third being the English Language Arts indicator. This data has been analyzed and shared with all stakeholders for the purpose of attaining input and suggestions for improvement and or growth.

According to the data, our chronic absenteeism rate increased by 6.2% when compared to the previous year's data. In an effort to decrease this rate the district will continue to provide attendance clerks at all the school sites with a specifically identified District Attendance Supervisor (Goal #2 - action #10). The attendance supervisor for the district will promote a culture of attendance and establish a system to accurately track pupil attendance to achieve the following:

- Raise awareness of the effects of poor attendance
- Identify and respond to patterns of poor attendance
- Identify and address factors contributing to poor attendance
- Ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions
- Evaluate the effectiveness of procedures/protocols/strategies

The district's graduation rate declined by 2.2% when compared to the previous year's data. To keep students engaged and academically successful, Mendota High School will continue to offer many programs for students of all levels and needs. Course offerings have expanded to include more career technical and advance placement courses (Goal #2 -action #9). For students not making positive progress, intervention programs will continue to be in place such as tutoring and the newcomer pathway. Both the Guidance Instructional Specialist (GIS) and the Academic Coach will continue to work with students and staff to ensure progress and the site principal will to continue to closely monitor this (Goal #1 -action #8 and Goal #1 -action #5). The recent passage of AB 2121 provides newcomers an additional opportunity to graduate and the academic counselors at the high school will implement this waiver accordingly (Goal #1 -action #4). It must be noted that while the district's college and career readiness indicator increased the district's graduation rate decreased. So more students are exiting the district prepared; however, the challenge of graduating the district's newcomers still remains. The district's graduation rate for 2017/18 was 74.3%. If the newcomers are removed from the count the rate would have been approximately 90%. So another focus for the 2019/20 school year will be to align the newcomer pathway to the states graduation requirements and implement AB 2121 when applicable.

The district's other area of concern is English Language Arts. To improve in this area, all school sites have had an increased focus in the development of lessons in this area utilizing data. During weekly PLC meetings, benchmark data and other pertinent data is analyzed and remedial lessons are created based on need. Site principals have been having "data-chats" with teachers that focus on ELA and the district has been holding the sites accountable for this by means of the District Circle of Inquiry meetings held quarterly. According to the most recent ELA benchmark data, all school sites are being forecasted to make an improvement in this area. For additional support with this initiative, sites have also been conducting Instructional Rounds with problems of practices revolving around teacher questioning and student responses to ensure rigor in both areas. Furthermore, walkthrough forms are being utilized consistently to provide teachers feedback with regards to their practice (delivery and student engagement). All elementary school teachers have been trained in guided reading and are implementing this strategy effectively. Guided reading is a strategy used to increase fluency and comprehension. At the secondary levels, the site principal, the GIS, and the Academic Coach are working with staff in need of support and monitoring student progress. Tutorial programs are in place for students not making adequate progress. Currently, local benchmark data indicates that both secondary school sites have made improvements when compared to last year's benchmark data in ELA.

The California School Dashboard also identifies gaps and declines within subgroups. According to the dashboard, our Homeless subgroup dropped significantly and is "RED" in to two areas: 1) Graduation Rate and 2) College and Career Readiness. Due to this, we are eligible for the county provided technical assistance called "Differentiated Assistance". As part of this process, we will collaboratively conduct a root cause analysis of the reasons as to why this subgroup declined with respect to the two rates stated previously. Based on this, the district will be required to put in place practices and systems of support for this subgroup. Step 1 in this process will be to identify who the Homeless student subgroup is and to gain knowledge on this subgroups' demographic data and academic needs. Step 2 will be to set up practices and systems of support and finally, step 3 will be

that of monitoring and accountability. The practices that come about from this assistance will be educationally sound and if practiced across the board will also have a positive impact on not only this specific subgroup. This is important due to the fact that the homeless subgroup and the many of the students at Mendota High School have a similar demographic background and share academic needs.

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

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

The California Schools Dashboard also indicates that our College and Career performance indicator level for all students is Yellow. This same report shows that the Homeless group is two performance levels below; Red. To address this gap, the district will start by identifying students in this subgroup and what their specific needs are; data analysis (Goal #1 - action #2). Current data analysis on this subgroup shows that many of these students are newcomers that are living "doubled-up". Data also reveals that many of these students are entering the graduation cohort during the 11th and 12th grade. For these students, the focus has been on providing them access to the core and support courses and not necessarily offering them the programs that would make them college and career ready. The high school has an established newcomer pathway that will be revisited to provide better alignment with AB 2121 and the requirements of being college and career ready. In addition, the high school will continue to expand on it's CTE and AP offerings. The focus will then be to ensure that counselors are providing guidance to these students and educating them on the significance of these offerings. In addition, parent meetings will be held to offer information on the opportunities offered by the high school for all students. These steps, actions, and services are detailed with in this plan and can be found under goal #1 and goal #2.

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.

Mendota Continuation School has been identified for comprehensive support and improvement. This school site routinely operates with an enrollment of less than 31 due to students transferring in and out of the school; however, during 17/18 school year the school site provided services to a total of 41 students. The only dashboard indicator with color for the 17/18 school year was the suspension indicator and it was Red.

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.

The district started out this process by reviewing the data with the identified school (Mendota Continuation). Conversations were held with the site principal to gain more insight on the matter of suspensions and school discipline. The district then facilitated collaborative meetings with the school staff (1 principal, 3 teachers, 1 secretary, and 1 instructions aide). During these meetings needs were identified and support and intervention options were discussed. Evidence-based programs that will be implemented are "Time to Teach" and "Positive Behavior Interventions and Support" (PBIS). Both of these programs are currently being implemented throughout the district and evidence shows that they are being successful. Time to Teach will provide the teachers and the staff of the school site with a consistent management system that shall recover precious instructional time and improve the school's culture. Additionally, PBIS will help the school site improve on school safety and promote positive behavior. PBIS will also help the school decide how to respond to a student who misbehaves. Consistent implementation of these two programs shall create a school site with a system in place to improve in the areas of suspensions and school discipline. Matters that may not be addressed by this system may require additional support; such as Mental Health support. For Mental Health support the site principal shall make the request to the district and the district will then follow-up and support.

A district priority has been and will continue to be safety. As the district promotes this during the school year at it's district meetings and events, the parents of students attending Mendota Continuation will be strategically invited to participate to gain knowledge of student behavioral expectations. In addition, continuation school staff members will be asked to participate in professional development pertaining to student discipline held at other school sites.

The CSI plan for Mendota Continuation will include the actions indicated above and detail current state, next steps, and desired outcome with regards to student behavior. The plan shall also include Mental Health support as a means to prevent future troubling behaviors. Currently, Mental Health supports are present but with little focus on possible discipline intervention due to the fact that suspension data and school discipline data was not previously analyzed. Moving forward the CSI plan will outline how these two supports can contribute the the desired outcome. The School's Single Plan for Student Achievement (SPSA) will serve as the CSI plan to ensure alignment. The site principal will draft the plan (SPSA/CSI) with the assistance of the Director of State and Federal Programs. The School Site Council will also assist with plan development, execution, and oversight.

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.

Teachers and staff at the school site will be provided with professional development (Time to Teach, PBIS, and classroom management strategies) and the principal will hold them accountable in terms of using this training to achieve the desired results. The principal will modify current walkthrough forms to be in alignment with the training(s) to provide feedback and adjust practices as needed. Information and data pertaining to this objective (improvement in the suspension rate) will be shared with the members of the site's school site council in a timely manner. In addition, the site's principal will also share this information and data (suspension data) with district officials quarterly during the district's Circle of Inquiry meetings. The school district will then provide the site with recommendations/guidance to ensure fulfillment of the desired outcome stated in the CSI plan.

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

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator For all students and all subgroups - Provide sufficient core materials as measured by annual board resolution of "sufficiency of instructional materials". **18-19** 100% sufficient instructional materials **Baseline** 2016/17 School Board adoption of "sufficiency of instructional materials" resolution.	100% sufficient instructional materials - MET

Expected	Actual
Metric/Indicator For all students and all subgroups - State Standards implemented as measured by State Reflection Tool. **18-19** Average score of 3.5 or higher **Baseline** Average score of 3.3	Average score of 4.2 - MET
Metric/Indicator For all students and all subgroups - EL access to state standards & ELD standards as measured by State Reflection Tool. **18-19** Average score of 3.5 or higher **Baseline** Average score of 3.3	Average score of 4.2 - MET
Metric/Indicator Statewide Assessments (ELA, Math, & Science) for all including all subgroups - 2% increase in progress towards meeting standards. **18-19** ELA = 38% Math = 25% Science = 30.5% **Baseline** ELA = 34% Math = 21% Science = 26.5%	ELA = 36.55% - NOT MET Math = 24.15% - NOT MET Science = No data available (assessment in transition)
Metric/Indicator EL Progress as measured by the state indicator on the California School Dashboard - 5% increase **18-19** 77.7% **Baseline**	No data available (transition from CELDT to ELPAC) ELPAC Baseline data: 56% of students scored 3 or 4 as reported on DataQuest

Expected	Actual
67.7%	
Metric/Indicator EL Reclassification - 2% increase **18-19** 9.1% **Baseline** 5.1%	9.0% - NOT MET (CDE, Dataquest)
Metric/Indicator High School Graduation - 2% increase **18-19** 89% **Baseline** 85%	72.2% - NOT MET
Metric/Indicator EAP ready rates - 3% increase **18-19** ELA = 15% Math = 9% **Baseline** ELA = 9% Math = 3%	ELA = 14.51% - NOT MET Math = 4.57% - NOT MET
Metric/Indicator A-G completion - 3% increase **18-19** 31% **Baseline** 25%	27.8% - NOT MET
Metric/Indicator AP passing & enrollment - 2% increase **18-19** Enrollment = 13.6% Passing = 37%	Enrollment = 12.4% - NOT MET Passing = 24.29% - NOT MET

	Expected		Actual

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Baseline
Enrollment =9.6%
Passing = 33%

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Expected	Actual
Metric/Indicator Other outcomes - Literacy Assessments 2% increase **18-19** 7th grade History = 53.95% 7th grade Science = 68.62% 8th grade History = 19.61% 7th grade Science = 33.05% **Baseline** 7th grade History = 49.95% 7th grade Science = 64.62% 8th grade History = 15.61% 7th grade Science = 29.05%	7th grade History = 55.92% - MET 7th grade Science = 43.68% - NOT MET 8th grade History = 51.52% - MET 8th grade Science = 57.31% - MET
Metric/Indicator Other outcomes - PFT-Aerobic Capacity 1% decrease of the "Needs Improvement/Health Risk" category **18-19** 5th grade = 7.7% 7th grade = 19.5% 9th grade = 20.7% **Baseline** 5th grade = 9.7% 7th grade = 21.5% 9th grade = 22.7%	5th grade = 12.7% - NOT MET 7th grade = 15.3% - MET 9th grade = 19.1% - MET

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.	Provided standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; updated, replaced, or replenished curriculum, curriculum resources and other core related instructional materials. Read 180 curriculum was updated for intervention programs at MHS and MJH. Science, Spanish, and ELD books at the high school were replenished. New curriculum was purchased for computer and agriculture classes at the high school. Math and ELA books were replenished for K-6. Swun math and guided reading books were purchased for intervention programs in K-6.	Adopted curriculum 4000-4999: Books And Supplies LCFF $882,000	Adopted curriculum 4000-4999: Books And Supplies LCFF $882,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student	Progress monitored all students and subgroups via benchmarks and data disaggregation programs. Improved on the technology infrastructure for the constantly updating and changing technology that provides the support for academic progress and on-going analysis of student performance data. Maintained an up to date	Student Information System 5000-5999: Services And Other Operating Expenditures LCFF $33,075 Improvement/Development - Infrastructure 4000-4999: Books And Supplies LCFF $11,025	Student Information System 5000-5999: Services And Other Operating Expenditures LCFF $33,075 Improvement/Development- Infrastructure 4000-4999: Books And Supplies LCFF $11,025

| performance data. Maintain an up to date student information system and up to date data (foundation for PLC's). | student information system and up to date data (foundation for PLC's). | Improvement/Development - Infrastructure 5000-5999: Services And Other Operating Expenditures LCFF $233,010 | Improvement/Development Infrastructure 5000-5999: Services And Other Operating Expenditures LCFF $233,010 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	Maintained IDEA compliance - Monitored and guided execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provided curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	Special Education Curriculum 4000-4999: Books And Supplies LCFF $52,500 Special Education - Other operating expenses 5000-5999: Services And Other Operating Expenditures LCFF $157,500 Special Education Staffing 1000-1999: Certificated Personnel Salaries LCFF $1,102,500 Special Education Staffing 2000-2999: Classified Personnel Salaries LCFF $82,688 Staffing Benefits 3000-3999: Employee Benefits LCFF $498,750	Special Education Curriculum 4000-4999: Books And Supplies LCFF $52,500 Special Education - other operating expenses 5000-5999: Services And Other Operating Expenditures LCFF $157,500 Special Education Staffing 1000-1999: Certificated Personnel Salaries LCFF $1,102,500 Special Education Staffing 2000-2999: Classified Personnel Salaries LCFF $82,688 Staffing Benefits 3000-3999: Employee Benefits LCFF $498,750

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates.	Staff monitored all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates.	Academic Counselors 1000-1999: Certificated Personnel Salaries LCFF $260,190	Academic Counselors 1000-1999: Certificated Personnel Salaries LCFF $260,190

Academic Counselors (GIA's) and support staff.	Academic Counselors (GIA's) and support staff was retained.	Support Staff 2000-2999: Classified Personnel Salaries LCFF $51,818	Support Staff 2000-2999: Classified Personnel Salaries LCFF $51,818
		Benefits for service staff 3000-3999: Employee Benefits LCFF $110,250	Benefits for service staff 3000-3999: Employee Benefits LCFF $110,250
		Materials and supplies to support service 4000-4999: Books And Supplies LCFF $11,025	Materials and supplies to support service 4000-4999: Books And Supplies LCFF $11,025

Action 5

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

The Sobrato Program was not implemented; however, more resources were provided to the already in place programs and supports. Instead of the Sobrato Program, the Guided Reading | Site Academic Coaches 1000-1999: Certificated Personnel Salaries LCFF $385,875 | Site Academic Coaches 1000-1999: Certificated Personnel Salaries LCFF $385,875 |
		Staffing Benefits - Academic Coaches 3000-3999: Employee Benefits LCFF $132,300	Staffing Benefits - Academic Coaches 3000-3999: Employee Benefits LCFF $132,300
		Summer School Staff 1000-1999: Certificated Personnel Salaries LCFF $110,250	Summer School Staff 1000-1999: Certificated Personnel Salaries LCFF $110,250
		Summer School Staff 2000-2999: Classified Personnel Salaries LCFF $55,125	Summer School Staff 2000-2999: Classified Personnel Salaries LCFF $55,125
		Summer School Staffing Benefits 3000-3999: Employee Benefits LCFF $27,563	Summer School Staffing Benefits 3000-3999: Employee Benefits LCFF $27,563
		Summer School Materials 4000-4999: Books And Supplies LCFF $33,075	Summer School Materials 4000-4999: Books And Supplies LCFF $33,075
		Summer School - Other operating expenditures 5000-5999:	Summer School - Other operating expenditures 5000-5999:

		Services And Other Operating Expenditures LCFF $27,563	Services And Other Operating Expenditures LCFF $27,563
		District Initiative support 4000-4999: Books And Supplies LCFF $722,071	District Initiative 4000-4999: Books And Supplies LCFF $722,071
		District Initiative support 5000-5999: Services And Other Operating Expenditures LCFF $569,300	District initiative support 5000-5999: Services And Other Operating Expenditures LCFF $569,300

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.	The district continued with the "Google Schools" & "One to One" initiative. The district contracted with FCOE for additional tech support.	Technology 4000-4999: Books And Supplies LCFF $551,250	Technology 4000-4999: Books And Supplies LCFF $551,250
		Technology - Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $410,250	Technology - other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $410,250

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development	Provided Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retained the current staff, provided professional development as needed and hired additional aides as needed based on data.	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $525,000	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $525,000
		Staffing Benefits 3000-3999: Employee Benefits LCFF $120,750	Staffing Benefits 3000-3999: Employee Benefits LCFF $120,750

| as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students. | Student enrollment in special programs such as Special Education was used to determine hiring needs and professional development was provided in the areas of customer service. In addition specialized intervention program training was provided. | Professional Development for Classified Personnel 5000-5999: Services And Other Operating Expenditures LCFF $27,563 | Professional Development for Classified Personnel 5000-5999: Services And Other Operating Expenditures LCFF $27,563 |

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions) Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.	Provided Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. (Retained all current GIS positions) Continued to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $452,550 Staff Benefits 3000-3999: Employee Benefits LCFF $137,813 Service Materials/Supplies 4000-4999: Books And Supplies LCFF $33,075	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $452,550 Staff Benefits 3000-3999: Employee Benefits LCFF $137,813 Service materials/supplies 4000-4999: Books And Supplies LCFF $33,075

Action 9

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum. Last year, the plan indicated that a percentage of the Director's position would be funded using LCFF funds. As a result of a review, it was recommended that the position be totally funded out of district categoricals. So for this year and beyond, other district funds will be used to pay all of the Director's position. Hence, no certificated dollar amount will be budgeted for this service moving forward.	Provided oversight of the English Learner Master Plan and English Learner programs and ensured use of current standards. Other district funds were used to pay for all the Director's position.	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $0 Service Staff Benefits 3000-3999: Employee Benefits LCFF $0 Service Staff 2000-2999: Classified Personnel Salaries LCFF $49,613 Service Staff Benefits 3000-3999: Employee Benefits LCFF $27,563	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $0 Service Staff Benefits 3000-3999: Employee Benefits LCFF $0 Service Staff 2000-2999: Classified Personnel Salaries LCFF $49,613 Service Staff benefits 3000-3999: Employee Benefits LCFF $27,563

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the	The district will retained 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. Continued to implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School and retained the three additional teachers. It was noted that an additional class size reduction teacher was	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $420,000 Service Staff Benefits 3000-3999: Employee Benefits LCFF $138,600	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $420,000 Service Staff Benefits 3000-3999: Employee Benefits LCFF $138,600

affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.

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

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

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

needed at Mendota Junior High in the are of mathematics as enrollment continues to increase; an additional math teacher was hired for Mendota Junior High.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and	Provided oversight of all curricular areas and provided instructional support for the for the unduplicated student count.	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $125,000	Service Staff 1000-1999: Certificated Personnel Salaries LCFF $125,000

provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites. The certificated position funded under this action/service was previously "split-funded". For this school year and moving forward, the position will now be completely funded using LCFF funds. Therefore, more monies will be added to this service.		Service Staff Benefits 3000-3999: Employee Benefits LCFF $26,000	Service Staff Benefits 3000-3999: Employee Benefits LCFF $26,000

Analysis

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

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

There are 13 actions in this goal. All actions within this goal were implemented as planned except for action #5. It was originally planned to implement the Sobrato Program to assist in the area of developing our student's academic language for the district's elementary schools. After careful review of the Sobrato Program and existing programs, the district decided not to implement the Sobrato Program. Instead it was decided that the district would use the funds to implement the Guided Reading Program which compliments the district's Response to Intervention Program. Much of the the district's successes within this goal can be attributed to the RTI program.

This goal and it's actions/services have primarily remained the same; therefore, the services and actions listed have become routine in terms of execution and implementation. However, it must be noted that through the implementation of this goal, district staff now has a better understanding of the types of students that are currently entering the district's high school. The district believes that the actions/services as outlined will also be beneficial for these students that entering the high school. Therefore, the actions/services will not be changed for the 2019/20 LCAP.

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

Execution of the many of the actions outlined above resulted in support staff implementing increased supplemental services for the unduplicated pupil count. The support staff provided services such as Response to Intervention and detailed progress monitoring which were instrumental in the academic gains in the areas of literacy as measured by the local assessment (Fountas and Pinnell) and English Learner reclassification as demonstrated by reports generated using the Dataquest data base. Currently over 40% of our K - 8 students are reading on grade level and over 200 students have been reclassified district-wide. Additionally, the actions/services outlined above provided all our students including the unduplicated student count with the necessary instructional materials for academic growth.

Providing sufficient materials and resources for our students along with the progress our English Learners are making continue to be a highlight of this goal. With regards to state testing (ELA & Math), the district has made steady growth; although not meeting the indicated targets. In the areas related to high school student-progress (graduation rate, EAP ready rates, A-G completion, and AP enrollment and passing rates) data indicates that the district is not meeting the set goals. The challenge the district is faced with is the continuous enrollment of newcomers at the high school. Many of these students are entering the cohort after the 10th grade year. Realistically, many of these students will not graduate. Therefore, the implications for this goal and district are significant. Understanding the matter at hand and who the district will continue to service will be step 1 for execution of the actions/services in this goal for next year. Once this is done, it becomes a matter of communicating aligned goals for these students with the reality that many will only leave the high school with skills that do not necessarily assist with positive growth for the metrics of this goal.

Although the data does not indicate positive progress in all of the metrics that pertain to this goal, we remain confident in our actions and plan to continue on for next school year as is with little changes (described below).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between budgeted expenditures and estimated actual expenditures.

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

In general the goal, actions, and metrics will remain in effect. Changes that must be noted follow:

1) Action #3 - There has been an increase in Special Education student enrollment. Therefore, there is a need to hire a new teacher for the program and an instructional aide to assist the teacher. Current Special Education data indicates that these are some of our lowest performing students. Hiring additional staff for the program will help reduce class sizes and allow teachers to spend more individual time with student participants.

2) Action #5 - We will continue to provide Guided Reading support to staff as needed. It has been noted that the Guided Reading Program compliments our Response to Intervention Program; hence, the increased number of students reading on grade level (K-6).

3) Action #8 - Due to the homeless subgroup data in the areas of graduation rate and college & career readiness, personnel funded under this service will be providing additional support to this subgroup to ensure that these students make adequate progress.

4) Action #11 - Due to the homeless subgroup data in the areas of graduation rate and college & career readiness, the Director of Curriculum & Instruction will be providing additional support with a focus on this subgroup to ensure that these students make adequate progress.

5) The following metrics were adjusted/changed for the 2019/20 school year: ELA, Math, Graduation rate, EAP Math, A-G completion rate, and AP passing rate. The ELA, Math, EAP Math, A-G completion, and AP passing metrics were adjusted due to the fact that the goal was set too high initially. Based on historical data, it was noted that if increases were made they were not as large as initially planned. The Graduation metric was adjusted/changed due to the fact that the calculation method of the rate was changed; therefore, the district had to adjust the goal to align to the new rate calculated by the new method.

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

Provide safe schools with many opportunities for involvement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator M.S. Dropout **18-19** Maintain **Baseline** 0%	0% MET
Metric/Indicator H.S. Dropout - for all including all subgroups - 2% decrease **18-19** 7% **Baseline** 11%	17.9% NOT MET
Metric/Indicator	15.4% NOT MET

	Expected	Actual
	CTE completions of at least 1 pathway - for all including all subgroups - 3% increase **18-19** 24% **Baseline** 18%	
	Metric/Indicator Attendance - 0.3% increase in ADA **18-19** 95.15% **Baseline** 94.55%	94.2% NOT MET
	Metric/Indicator Chronic Absenteeism rate - 0.3% decrease **18-19** 3.2% **Baseline** 3.8%	12.1% NOT MET
	Metric/Indicator Suspension rate - 1% decrease **18-19** 5.4% **Baseline** 7.4%	4.9% MET
	Metric/Indicator Expulsion rate - maintain **18-19** 0.2% **Baseline** 0.2%	0.2% MET
	Metric/Indicator Parental Involvement - 5% increase as measured by sign-in sheets collected at site and district events. **18-19** 22%	16.8% NOT MET

	Expected	Actual

Baseline
12%

Metric/Indicator	100% MET
Access to a broad course of study as measured by review of teacher and/or master schedules.	

18-19
100% access to a broad course of study at all school sites

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

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
The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments. The district's technology demands are increasing. Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated	The district provided oversight and implemented the district technology plan. Retained technology staffing.	Service Personnel 2000-2999: Classified Personnel Salaries LCFF $60,638	Service Personnel 2000-2999: Classified Personnel Salaries LCFF $60,638
		Service Personnel benefits 3000-3999: Employee Benefits LCFF $28,665	Service Personnel Benefits 3000-3999: Employee Benefits LCFF $28,665

student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.

Retain current technology staffing and continue to fund out of the supplemental/concentration monies.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	Provided core instruction with 21st century themes to facilitate the development of "learning and innovation skills".	Materials and supplies for other core offerings 4000-4999: Books And Supplies LCFF $220,500	Materials and supplies for other core offerings 4000-4999: Books And Supplies LCFF $220,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	Provided transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	Transportation Expenses 5000-5999: Services And Other Operating Expenditures LCFF $1,557,905	Transportation Expenses 5000-5999: Services And Other Operating Expenditures LCFF $1,557,905

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School sites and district will communicate regularly via the website and phone outreach.	School sites and district communicated regularly via the website and phone outreach.	Communication Services 5000-5999: Services And Other	Communication Services 5000-5999: Services And Other

| School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services) | All required parent notices and relevant school/district documents were translated. (TransAct & Document Tracking Services) | Operating Expenditures LCFF $33,075 | Operating Expenditures LCFF $33,075 |

Action 5

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

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

Look to hire a part-time psychologist (0.5 FTE) and two psychologist interns for additional support in properly executing this service for the unduplicated student population. | Purchased miscellaneous materials and supplies needed to carry out this service.

Retained the district's Registered Nurse.

Hired a part-time psychologist (0.5 FTE) and two psychologist interns for additional support in properly executing this service for the unduplicated student population. | Service staff (RN) 2000-2999: Classified Personnel Salaries LCFF $85,995

Service Staff Benefits 3000-3999: Employee Benefits LCFF $27,563

Materials and Supplies for service 4000-4999: Books And Supplies LCFF $22,050

0.5 FTE Psychologist 1000-1999: Certificated Personnel Salaries LCFF $60,000

0.5 FTE Psychologist 3000-3999: Employee Benefits LCFF $13,000

Psychologist intern - contract 5800: Professional/Consulting Services And Operating Expenditures LCFF $40,000 | Service staff (RN) 2000-2999: Classified Personnel Salaries LCFF $85,995

Service Staff Benefits 3000-3999: Employee Benefits LCFF $27,563

Materials and Supplies for service 4000-4999: Books And Supplies LCFF $22,050

0.5 FTE Psychologist 1000-1999: Certificated Personnel Salaries LCFF $60,000

05. FTE Psychologist 3000-3999: Employee Benefits LCFF $13,000

Psychologist intern - contract 5800: Professional/Consulting Services And Operating Expenditures LCFF $40,000 |

Action 6

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

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

Implementing effective behavioral programs.

Retaining all school nurses.

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

Continuing to conduct the California Healthy Kids Survey.

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

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

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

The district provided a safe, healthy, and stable environment for all students especially those most in need (the unduplicated student population) by:

Implemented behavioral programs.

Retained all school nurses.

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

Conducted the California Healthy Kids Survey.

Improved on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.

The SRO agreement increased from 1 SRO to 3 SRO's.

Service Staffing 2000-2999: Classified Personnel Salaries LCFF $133,825

Service Staffing Benefits 3000-3999: Employee Benefits LCFF $28,834

Service Budget 4000-4999: Books And Supplies LCFF $55,125

Service Agreements (Behavioral programs, SRO, & Survey contract) 5000-5999: Services And Other Operating Expenditures LCFF $335,375

Service Budget for Safety 4000-4999: Books And Supplies LCFF $205,125

Other related safety expenditures 5000-5999: Services And Other Operating Expenditures LCFF $185,791

Service Staffing 2000-2999: Classified Personnel Salaries LCFF $133,825

Service Staffing Benefits 3000-3999: Employee Benefits LCFF $28,834

Service Budget 4000-4999: Books And Supplies LCFF $55,125

Service Agreements (Behavioral programs, SRO, & Survey contract) 5000-5999: Services And Other Operating Expenditures LCFF $335,375

Service Budget for Safety 4000-4999: Books And Supplies LCFF $205,125

Other related safety expenditures 5000-5999: Services And Other Operating Expenditures LCFF $185,791

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will: 1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation. 2) and also support the purchase of electronic marquees for increased communication and awareness of school/district related functions/events and meetings. Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.	The district: 1) provided miscellaneous materials and resources for participation of stakeholders during site and district events. 2) and also supported the purchase of an electronic marquee for increased communication and awareness of school/district related functions/events and meetings.	Service Materials & Supplies 4000-4999: Books And Supplies LCFF $27,563 Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $82,688	Service Materials & Supplies 4000-4999: Books And Supplies LCFF $27,563 Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $82,688

Action 8

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

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

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

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

FCOE IT and staff professional development services to assist with district technology needs and request to support all supplemental technology programs including but limited to devices and software.

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

Last school year, Washington Elementary opened a new Library for the benefit of the unduplicated student population; however, this

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

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

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

FCOE IT support and staff professional development services was provided.

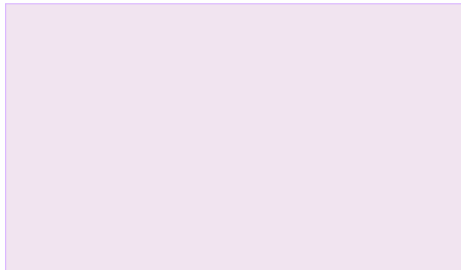The district hired a library media specialist for Washington Elementary.

Service Staff (Classified) 2000-2999: Classified Personnel Salaries LCFF $130,250

Service Staff Benefits (Classified) 3000-3999: Employee Benefits LCFF $37,563

Service materials and supplies 4000-4999: Books And Supplies LCFF $664,792

Other service expenditures & FCOE IT MOU/Agreement 5000-5999: Services And Other Operating Expenditures LCFF $121,275

Service Staff (Classified) 2000-2999: Classified Personnel Salaries LCFF $130,250

Service Staff Benefits (Classified) 3000-3999: Employee Benefits LCFF $37,563

Service materials and supplies 4000-4999: Books And Supplies LCFF $664,792

Other service expenditures & FCOE IT MOU/Agreement 5000-5999: Services And Other Operating Expenditures LCFF $121,275

was done with no library media specialist to oversee and work the library. So for this school year, the district will look to hire a library media specialist for this school site.
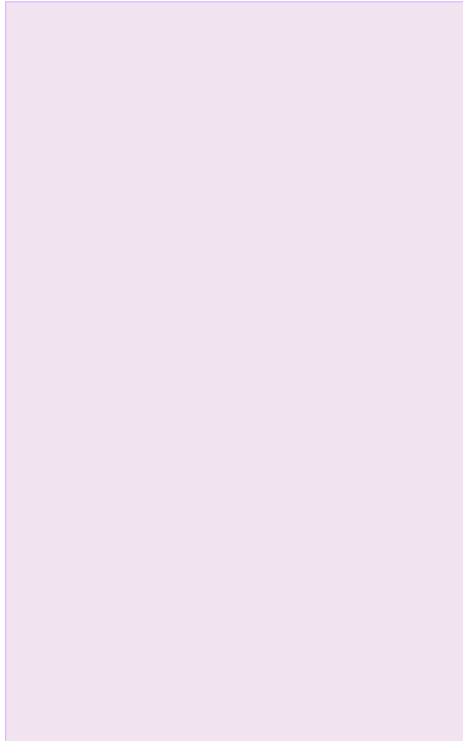
Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access to these students the district will: Retain the following hires from the previous school year: 1 Ag Teacher - MHS 1 Small Business Teacher - MHS 1 Spanish Teacher - MJH 1 Band Teacher - Elementary Finalize the Future Farmers of America expansion project - Build on what was started so that students can continue to have all the opportunities offered by the program and allow them to be competitive. Continue to provide band support in the form of equipment and other materials needed for performances and competitions.	To increase student access the district: Retained the following hires from the previous school year: 1 Ag Teacher - MHS 1 Small Business Teacher - MHS 1 Spanish Teacher - MJH 1 Band Teacher - Elementary The district continued to finalize the Future Farmers of America expansion project. Continued to provide band support in the form of equipment and other materials needed for performances and competitions. District hired two additional CTE teachers for Mendota High School.	Service Staffing 1000-1999: Certificated Personnel Salaries LCFF $736,375 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $270,500 Service materials and supplies 4000-4999: Books And Supplies LCFF $958,439 Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $761,564	Service Staffing 1000-1999: Certificated Personnel Salaries LCFF $736,375 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $270,500 Service materials and supplies 4000-4999: Books And Supplies LCFF $958,439 Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $761,564

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

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

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population. Retain all attendance clerks.	The district continued with attendance teams that communicated and met regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance. Retained 5 attendance clerks.	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $115,763 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $82,688	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $115,763 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $82,688

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer additional curricular and extra-curricular programs and improved support services. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs,before/after school programs, and CTE programs, Lastly, overall attendance shall increase.	These funds were used to continue make improvements on facilities/classrooms that will allowed all school sites to offer additional curricular and extra-curricular programs and improved support services.	Service Budget 5000-5999: Services And Other Operating Expenditures LCFF $420,000	Service Budget 5000-5999: Services And Other Operating Expenditures LCFF $420,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school: Bi-literacy class Debate class	The district continued to increase the engagement opportunities for these students by providing the following programs after school: Bi-literacy class Debate class Enrichment/Sports programs (elementary)	Service Staffing 1000-1999: Certificated Personnel Salaries LCFF $9,371	Service Staffing 1000-1999: Certificated Personnel Salaries LCFF $9,371
		Service Staffing 2000-2999: Classified Personnel Salaries LCFF $2,756	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $2,756
		Service Benefits 3000-3999: Employee Benefits LCFF $2,205	Service Benefits 3000-3999: Employee Benefits LCFF $2,205

| Enrichment/Sports programs (elementary)

This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students. | | Service materials and supplies 4000-4999: Books And Supplies LCFF $110,250 | Service materials and supplies 4000-4999: Books And Supplies LCFF $110,250 |

Analysis

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

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

The district implemented all 12 actions/services within this goal as planned with no adjustments made throughout the year. However, it must be noted that this goal has also been affected by the adjusted calculation methods of some the metrics (H.S. Dropout and CTE completion). Similar to goal #1, the implementation of these actions/services has provided a better understanding of the type of students we are currently serving. Many students enrolling at Mendota High School are are doing so during their respective 10th grade year or beyond.

Rencently, the makeup of Mendota's community has been rapidly changing. Therefore, the district has been charged with understanding the makeup of the new flow off immigrant students and their needs. Implementation of the actions/services listed above has allowed staff to better understand the students and the community. As the district adjusts to the new migration trend and better understands the metric calculation, improved results will be attained in terms of accomplishing this goal. This has been communicated to stakeholders and it has been agreed upon, that with continued implementation of the actions/services better results will be achieved.

Through the implementation of this goal, the district has seen a steady increase in student participation in extracurricular programs. In addition, there has been a small but steady increase in parent participation in school events/meetings as indicated by the data listed above when compared to the baseline data reported.

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

The actions/services found within this goal did result in increased services for the unduplicated pupil count. These actions/services allowed the district to provide more and improved services such as more after school offerings to all the students of the district. The elements of this goal also allowed the district to improve on the services provided for the parents of the unduplicated student count;

parent participation has been minimally increasing for the past 3 years. In addition, more services were provided in areas of social and emotional well-being. Lastly, safer and improved facilities continued to be provided.

Although some metrics were not attained, the district will continue to provide the above listed services with fidelity. To improve on the regular school day attendance the district provided and will continue to provide training to the attendance clerks and more oversight in this area. This in turn shall help improve on the truancy and chronic absenteeism rates. As a result of the improved record keeping with regards to the CTE program, the district's College and Career indicator on the dashboard went up 9.6%.

Understanding the reporting requirements of programs and the methods used to calculate rates, will allow district staff to provide the actions/services of this goal with a more focused approached. According to the California School Dashboard our Homeless subgroup decreased significantly in two areas: graduation rate and college and career readiness. Both of these areas for this subgroup are in the red; therefore, the district will be receiving technical assistance from FCSS in the form Differentiated Assistance (DA). So now the actions/services of this goal will be implemented with an additional focus on the homeless subgroup to ensure that 1) they are timely identified, 2) enlisted in programs and participating in activities that make them feel a part of the school and 3) all personnel associated/working with this group is monitoring their progress. Many of the students in this subgroup enter the graduation cohort late (after the 10th grade) which makes it difficult for them to graduated and become college and career ready. This exact trend also affects the overall graduation rate for the district which had a significant decrease as well. However, it is believed that applying the services and actions of this goal with a more focused approach on the homeless subgroup, will result in gains for both the subgroup and the district.

This goal and it's services are believed to be good for the district even though current data does not demonstrate this. Results of this goal have been communicated to stakeholders and in general they are in agreement that it is a good goal and that the services and actions are also good.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

For the 2019/20 school year the following additions/changes will be made for the improved execution of this goal as requested by stakeholders and demonstrated by data analysis:

1) Action #5 - Increase mental health personnel; it has been noted that more students are entering our schools with social and emotional issues
2) Action #6 - This action shall now increase homeless subgroup awareness for staff due to the need based on the California School Dashboard

3) Action #7 - Part two of this service has been completed; no dollar amount will be budgeted for this part of the action (marquees)
4) Action #8 - This action will now provide a more focused approach on the homeless subgroup to ensure that these students feel a part of the school community and are not left out
5) Action #9 - This action will now look to increase the participation of the homeless subgroup in the state services and in addition the district will look to hire an additional band teacher for the elementary schools
6) Action #11 - This action will now look to provide increased opportunities for the homeless subgroup to participate in/on improved facilities during the school day and during extra-curricular events/functions

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

Develop and grow a professional learning culture

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Properly Credentialed Teachers - Attaining 100% - Increase by 5% 2) Teacher Vacancies - decrease by 1% as detailed by the SARC review 3) Teacher Misassignments - decreased by 1% as detailed by the SARC review **18-19** 1) 94% 2) 0 vacant postions 3) 0 misassignments	1) 91% NOT MET 2) 0 vacant positions MET 3) 0 misassignments MET

Expected	Actual
Baseline 1) 84% 2) 2016/17 - 1 vacant position 3) 2016/17 - 0 misassignments	
Metric/Indicator Facilities Maintained - Overall district rating **18-19** Maintain **Baseline** Overall district rating of "Good"	Maintained MET

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS. On-going professional development On-site collaboration and Real time instructional coaching	Facilitated the development and growth of a professional learning culture. Provided on-going professional development and on-site collaboration with real time instructional coaching.	Service Staffing (District and Site Leadership) 1000-1999: Certificated Personnel Salaries LCFF 1,571,063	Service Staffing (District and Site Leadership) 1000-1999: Certificated Personnel Salaries LCFF $1,571,063
		Service Staffing Benefits (District and Site Leadership) 3000-3999: Employee Benefits LCFF $413,438	Service Staffing Benefits (District and Site Leadership) 3000-3999: Employee Benefits LCFF $413,438

Action 2

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

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

Human Resource Department Certificated Personnel Teacher Recruitment Expenditures | HR reviewed all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. Any employee that did not meet the minimum standard was provided an intervention plan.

Human Resource Department Certificated Personnel Teacher Recruitment Expenditures | Service Staffing (Certificated) 1000-1999: Certificated Personnel Salaries LCFF $9,742,653

Service Staffing Benefits (Certificated) 3000-3999: Employee Benefits LCFF $3,544,593

Service Staffing (Classified) 2000-2999: Classified Personnel Salaries LCFF $47,408

Service Staffing Benefits (Classified) 3000-3999: Employee Benefits LCFF $27,563

Service materials and supplies 4000-4999: Books And Supplies LCFF $5,513

Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $11,025 | Service Staffing (Certificated) 1000-1999: Certificated Personnel Salaries LCFF $9,742,653

Service Staffing Benefits (Certificated) 3000-3999: Employee Benefits LCFF $3,544,593

Service Staffing (Classified) 2000-2999: Classified Personnel Salaries LCFF $47,408

Service Staffing Benefits (Classified) 3000-3999: Employee Benefits LCFF $27,563

Service materials and supplies 4000-4999: Books And Supplies LCFF $5,513

Other service expenditures 5000-5999: Services And Other Operating Expenditures LCFF $11,025 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.	Provided essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $496,125 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $275,625 Service expenditures 4000-4999: Books And Supplies LCFF $16,538	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $496,125 Service Staffing Benefits 3000-3999: Employee Benefits LCFF $275,625 Service expenditures 4000-4999: Books And Supplies LCFF $16,538

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide clean and well-maintained up-to-date schools. MOT department Support for district modernization projects.	Provided clean and well-maintained up-to-date schools. MOT department- Supported district's modernization projects.	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $893,025	Service Staffing 2000-2999: Classified Personnel Salaries LCFF $893,025
		Service Staffing Benefits 3000-3999: Employee Benefits LCFF $330,750	Service Staffing Benefits 3000-3999: Employee Benefits LCFF $330,750
		Service expenditures 4000-4999: Books And Supplies LCFF $1,653,750	Service expenditures 4000-4999: Books And Supplies LCFF $1,653,750
		Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $1,500,932	Other service related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $1,500,932
		Modernization expenditures 4000-4999: Books And Supplies LCFF $407,419	Modernization expenditures 4000-4999: Books And Supplies LCFF $407,419
		Other modernization related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $407,418	Other modernization related expenditures 5000-5999: Services And Other Operating Expenditures LCFF $407,418

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also, provide professional development	Supported professional development. Also, provided professional development materials and resources. Funded staff participation in district committees that encouraged staff development and promoted student growth and success.	Supplement hours 1000-1999: Certificated Personnel Salaries LCFF $11,025	Supplement hours 1000-1999: Certificated Personnel Salaries LCFF $11,025
		Benefits for supplemental hours 3000-3999: Employee Benefits LCFF $1,654	Benefits for supplemental hours 3000-3999: Employee Benefits LCFF $1,654

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

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

Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population. | | Service materials and supplies 4000-4999: Books And Supplies LCFF $5,513

Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $281,913 | Service materials and supplies 4000-4999: Books And Supplies LCFF $5,513

Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $281,913 |

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.

There are five actions/services in this goal. All five were implemented as planned with no changes made throughout the school year. Student achievement in the school district continues to positively progress due in large part to the staff. The majority of the actions/services listed under this goal can be considered "Basic" services. The district prides itself in ensuring that all students receive "first-best" instruction in facilities that are up-to-date and well maintained. Moving forward, the district will continue to improve on the implementation of the above listed services/actions.

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The goal, actions/services, and metrics will remain in effect. No changes will be made to this goal or to the expected outcomes.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The Director of State & Federal Programs collaborated with other district officials to develop materials for presentations to stakeholders. The outcome of this collaboration was a presentation for stakeholders that contained the following information with the district's subgroups in mind: 58.65% English Learners, 6.10% Homeless, 5.14% Special Education, & 98.42% Socio-Economically Disadvantaged.

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

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

Presentations and corresponding materials were presented to the following groups:
District Advisory Council (DAC) - February 20, 2019
MUSD Administration (Principals, Directors, CBO, and Superintendent) - February 27, 2019
Community Members & Parents - February 28, 2019
Community Members & Parents - March 1, 2019
Secondary Students (MHS) - March 4, 2019
Secondary Students (MJHS) - March 4, 2019
Certificated (MTA) & Teachers - March 6, 2019
Classified (CSEA) & Classified - March 11, 2019
District English Learner Advisory Council (DELAC) - April 24, 2019

At each presentation, input was solicited and collected regarding current LCAP goals, services, and actions. Meetings were announced using flyers, the Tele-Parent automated phone calling system, and the district website. The meetings were held at varying times throughout the day and evening to provide opportunity for maximum participation. The final LCAP draft was created based on stakeholder feedback. The draft was presented and shared with the DELAC and DAC on May 9, 2019 for their respective review and

comment. No comments were made by the DELAC or DAC. The draft was also posted on the district website for public comment beginning on May 5, 2019. Lastly, the final LCAP draft will be presented at a board meeting for public hearing on June 12, 2019 and then adopted on June 26, 2019.

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

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

The data presented revolved around the indicated metrics listed in the 2017/18 Local Control Accountability Plan.

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

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

Impact on LCAP and Annual Update

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

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

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

Stakeholder feedback also demonstrated a continued concern with campus safety/security and mental health. Goal #2-action #6 details how the district will address this matter. Under goal #2-action #5 will be the response the need in the area of mental health.

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

Overall, stakeholders demonstrated to be pleased with the district initiatives and current plan. In general the 2019/20 plan will not change much when compared to the 2018/19 plan even though some of the metrics were not met due to calculation methods and expected outcomes being set higher than attainable (due to the calculation methods). The district will continue to execute the plan accordingly and with a more focused approach driven by the data reported on the California School Dashboard. As current data becomes available it will be communicated and the plan will be adjusted as necessary.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

2015/16 Statewide assessments for ELA, Math, Science, and ELD indicate improved but low performance by all students and subgroups.
ELA: All = 34%, EL = 20%, SED = 33%, SWD = 12%, Hispanic = 33%, & White = 50%
Math: All = 21%, EL = 15%, SED = 21%, SWD = 5%, Hispanic = 20%, & White = 53%
Science: All = 26.5%, EL = 6.9%, SED = 26.5%, SWD = 12.5%, Hispanic 26.6% , & White = 33%

2015/16 CELDT: Less than 5 years = 30.7% & more than 5 years = N/A
English Learner Progress = 67.7% (dashboard data)

2015/16 reclassification rate = 5.1%

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

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

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

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

2014/15 AP enrollment = 9.6%
2014/15 AP passing = 33%

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

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

2015/16 Physical Fitness Test: Aerobic Capacity - Students in the "Needs Improvement/Health Risk" area:
5th Grade - All = 9.7%, White - N/A, Hispanic = 9.5%, Economically Disadvantaged = 9.8%
7th Grade - All = 21.5%, White = N/A, Hispanic = 21.9%, Economically Disadvantaged = 21.6%
9th Grade - All = 22.7%, White - N/A, Hispanic = 22.9%, Economically Disadvantaged = 23.2%

The data reported above has not changed since 2015/16; the district's needs have been the same since.

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standards implemented as measured by State Reflection Tool.				
For all students and all subgroups - EL access to state standards & ELD standards as measured by State Reflection Tool.	Average score of 3.3	Average score of 3.4 or higher	Average score of 3.5 or higher	Average score of 3.6 or higher
Statewide Assessments (ELA, Math, & Science) for all including all subgroups - 2% increase in progress towards meeting standards.	ELA = 34% Math = 21% Science = 26.5%	ELA = 36% Math = 23% Science = 28.5%	ELA = 38% Math = 25% Science = 30.5%	ELA = 38.55% Math = 26.15% Science = 32.5% ELA and Math adjusted based on last year's results.
EL Progress as measured by the state indicator on the California School Dashboard - 5% increase	67.7%	72.7%	77.7%	82.7%
EL Reclassification - 2% increase	5.1%	7.1%	9.1%	11.1%
High School Graduation - 2% increase	85%	87%	89%	74.2% Adjusted based on last year's results.
EAP ready rates - 3% increase	ELA = 9% Math = 3%	ELA = 12% Math = 6%	ELA = 15% Math = 9%	ELA = 18% Math = 7.57%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Math adjusted based on last year's results.
A-G completion - 3% increase	25%	28%	31%	30.8% Adjusted based on last year's results.
AP passing & enrollment - 2% increase	Enrollment =9.6% Passing = 33%	Enrollment = 11.6% Passing = 35%	Enrollment = 13.6% Passing = 37%	Enrollment = 15.6% Passing = 26.29% Passing rate adjusted based last year's results.
Other outcomes - Literacy Assessments 2% increase	7th grade History = 49.95% 7th grade Science = 64.62% 8th grade History = 15.61% 7th grade Science = 29.05%	7th grade History = 51.95% 7th grade Science = 66.62% 8th grade History = 17.61% 7th grade Science = 31.05%	7th grade History = 53.95% 7th grade Science = 68.62% 8th grade History = 19.61% 7th grade Science = 33.05%	7th grade History = 55.95% 7th grade Science = 70.62% 8th grade History = 21.61% 7th grade Science = 35.05%
Other outcomes - PFT-Aerobic Capacity 1% decrease of the "Needs Improvement/Health Risk" category	5th grade = 9.7% 7th grade = 21.5% 9th grade = 22.7%	5th grade = 8.7% 7th grade = 20.5% 9th grade = 21.7%	5th grade = 7.7% 7th grade = 19.5% 9th grade = 20.7%	5th grade = 6.7% 7th grade = 18.5% 9th grade = 19.7%

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

<div align="center">OR</div>

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.	Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.	Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.

Budgeted Expenditures

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

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,500	$33,075	$34,729
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	5000-5999: Services And Other Operating Expenditures Student Information System	5000-5999: Services And Other Operating Expenditures
Amount	$10,500	$11,025	$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Improvement/Development - Infrastructure	4000-4999: Books And Supplies Improvement/Development - Infrastructure	4000-4999: Books And Supplies
Amount	$221,914	$233,010	$347,247
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Improvement/Development - Infrastructure	5000-5999: Services And Other Operating Expenditures Improvement/Development - Infrastructure	5000-5999: Services And Other Operating Expenditures

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)

Students with Disabilities
Specific Student Groups: Special Ed.

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.	Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction. Modification: Due to the increasing enrollment in Special Education, look to hire an additional teacher for the program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$52,500	$55,125
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Special Education Curriculum	4000-4999: Books And Supplies Special Education Curriculum	4000-4999: Books And Supplies

Amount	$150,000	$157,500	$165,375
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Special Education - Other operating expenses	5000-5999: Services And Other Operating Expenditures Special Education - Other operating expenses	5000-5999: Services And Other Operating Expenditures
Amount	$1,050,000	$1,102,500	$1,157,625
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Staffing	1000-1999: Certificated Personnel Salaries Special Education Staffing	1000-1999: Certificated Personnel Salaries
Amount	$78,750	$82,688	$86,822
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Special Education Staffing	2000-2999: Classified Personnel Salaries Special Education Staffing	2000-2999: Classified Personnel Salaries
Amount	$475,000	$498,750	$523,688
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits Staffing Benefits	3000-3999: Employee Benefits

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	All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$247,800	$260,190	$273,200
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries
Amount	$49,350	$51,818	$54,409
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries

Amount	$105,000	$110,250	$115,763
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Benefits for service staff	3000-3999: Employee Benefits Benefits for service staff	3000-3999: Employee Benefits
Amount	$10,500	$11,025	$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and supplies to support service	4000-4999: Books And Supplies Materials and supplies to support service	4000-4999: Books And Supplies

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

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

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

Modification:
The Sobrato program was not implemented during the 2018/19 school year, instead the Guided Reading program was introduced and implemented. For this year, the Guided reading program will continue to be implemented to assist unduplicated students in the area of reading literacy and comprehension and since identified for Differentiated Assistance an additional focus while implementing this practice will be the homeless subgroup.

Budgeted Expenditures

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

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

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.	Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.	Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.

Budgeted Expenditures

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

Action 7

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

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

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

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.	The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to carry-out "push-in" services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.	The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to provide instructional support services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.

Budgeted Expenditures

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions) New for this school year, due to increasing enrollment and staffing at the Mendota Junior High School, the district would like to convert the GIS position into a Vice Principal position. This individual will continue with the same roles and responsibilities of the GIS (as stated above) and in addition will be used to increase/improve on the structure of the learning environment and provide the much needed safety oversight for the site. As a result, the unduplicated student population at that school site will benefit academically.	The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions) Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.	The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions) Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site. Modification: Staff members in these positions will provide additional support services for the homeless subgroup to ensure that they are making adequate academic progress.

Budgeted Expenditures

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

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum.	Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum. Last year, the plan indicated that a percentage of the Director's position would be funded using LCFF funds. As a result of a review, it was recommended that the position be totally funded out of district categoricals. So for this year and beyond, other district funds will be used to pay all of the Director's position. Hence, no certificated dollar amount will be budgeted for this service moving forward.	Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum. The director position will continued to be paid using other district funds.

Budgeted Expenditures

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

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

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

Schoolwide

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures

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

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.	Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites. The certificated position funded under this action/service was previously "split-funded". For this school year and moving forward, the position will now be completely funded using LCFF funds. Therefore, more monies will be added to this service.	Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites. Modification: This action supports the position held by the Director of Curriculum and Instruction (C&I). The director will facilitate the implementation of all curricular programs and support programs for all students including the homeless subgroup. The director of C&I will also participate in the improvement efforts of the homeless subgroup.

Budgeted Expenditures

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

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

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Provide safe schools with many opportunities for involvement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

2014/15 Middle School Dropout Rate = 0%
2014/15 High School Dropout Rates:
All = 11%, White - N/A, Hispanic = 11%, English Learners = 12%, Economically Disadvantage Students = 10%, & Student with Disabilities = 0%.

2014-15 Percent of 4-year cohort that completed at least 1 CTE pathway:
All = 18%, White - 25%, Hispanic = 18%, English Learners = 17%, Economically Disadvantage Students = 18%, & Student with Disabilities = 13%.

2014-15 Truancy Rate = 39.92%
2015-16 Chronic Absenteeism Rate = 3.8%

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

The data used to identify the district needs has not changed since 2015/16. The district needs remain the same.

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
teacher and/or master schedules.				

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will	The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will	The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will

continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

The district's technology demands are increasing.

Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.

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

continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

The district's technology demands are increasing.

Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.

Retain current technology staffing and continue to fund out of the supplemental/concentration monies.

continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.

The district's technology demands are increasing.

Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.

Retain current technology staffing and continue to fund out of the supplemental/concentration monies.

Budgeted Expenditures

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

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$210,000	$220,500	$356,406
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and supplies for other core offerings	4000-4999: Books And Supplies Materials and supplies for other core offerings	4000-4999: Books And Supplies

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.

Budgeted Expenditures

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

Action 4

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

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

| All |

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

| All Schools |

OR

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

Actions/Services

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

Budgeted Expenditures

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

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action
Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

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

	Look to hire a part-time psychologist (0.5 FTE) and two psychologist interns for additional support in properly executing this service for the unduplicated student population.	Maintain the agreement for the two interns. Modification: Instead of retaining the 0.5 FTE psychologist the district will look to hire a full-time psychologist. This decision is based on data, need, and to provide a more consistent service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$81,900	$85,995	$90,295
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service staff (RN)	2000-2999: Classified Personnel Salaries Service staff (RN)	2000-2999: Classified Personnel Salaries
Amount	$26,250	$27,563	$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits Service Staff Benefits	3000-3999: Employee Benefits
Amount	$21,000	$22,050	$23,153
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and Supplies for service	4000-4999: Books And Supplies Materials and Supplies for service	4000-4999: Books And Supplies
Amount		$60,000	$100,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries 0.5 FTE Psychologist	1000-1999: Certificated Personnel Salaries

Amount		$13,000	$27,000
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits 0.5 FTE Psychologist	3000-3999: Employee Benefits
Amount		$40,000	$42,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Psychologist intern - contract	5800: Professional/Consulting Services And Operating Expenditures

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

Implementing effective behavioral programs.

Retaining all school nurses.

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

Continuing to conduct the California Healthy Kids Survey.

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

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

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

Implementing effective behavioral programs.

Retaining all school nurses.

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

Continuing to conduct the California Healthy Kids Survey.

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

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

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

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

Implementing effective behavioral programs.

Retaining all school nurses.

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

Continuing to conduct the California Healthy Kids Survey.

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

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

Modification:
Staff involved in the services above will be providing much needed support for the students in the homeless subgroup. These stakeholders will be provided with the necessary information and resources to 1) identify these students, 2) provide the support services needed, and 3) monitor the progress of these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,452	$133,825	$140,516
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries
Amount	$27,461	$28,834	$30,276
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits
Amount	$52,500	$55,125	$57,881
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Budget	4000-4999: Books And Supplies Service Budget	4000-4999: Books And Supplies
Amount	$157,500	$335,375	$352,144
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Service Agreements (Behavioral programs, SRO, & Survey contract)	5000-5999: Services And Other Operating Expenditures Service Agreements (Behavioral programs, SRO, & Survey contract)	5000-5999: Services And Other Operating Expenditures
Amount	$52,500	$205,125	$215,381
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Budget for Safety	4000-4999: Books And Supplies Service Budget for Safety	4000-4999: Books And Supplies

Amount	$34,087	$185,791	$312,738
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other related safety expenditures	5000-5999: Services And Other Operating Expenditures Other related safety expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to

2018-19 Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to

2019-20 Actions/Services

Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to

participate in district and site level events/functions the district will:

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

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

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

participate in district and site level events/functions the district will:

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

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

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

participate in district and site level events/functions the district will:

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

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

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

Modification: #2 above has been completed and no dollar amount will be budgeted.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,250	$27,563	$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service Materials & Supplies	4000-4999: Books And Supplies Service Materials & Supplies	4000-4999: Books And Supplies

Amount	$78,750	$82,688	$0
Source	LCFF	LCFF	N/A
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service related expenditures	5000-5999: Services And Other Operating Expenditures Other service related expenditures	N/A

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This

2018-19 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources for all including the unduplicated student population. This

2019-20 Actions/Services

The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources and services for all including the unduplicated student

includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

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

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

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

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

includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

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

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

FCOE IT and staff professional development services to assist with district technology needs and request to support all supplemental technology programs including but limited to devices and software.

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

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

population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.

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

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

FCOE IT and staff professional development services to assist with district technology needs and request to support all supplemental technology programs including but limited to devices and software.

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

Modification:
The services provided above will be instrumental in assisting with the academic progress of the homeless subgroup. These students need to feel a part of school community and implementation of this action will contribute with this initiative.

delivery to benefit the unduplicated student population.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$105,000	$130,250	$136,763
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staff (Classified)	2000-2999: Classified Personnel Salaries Service Staff (Classified)	2000-2999: Classified Personnel Salaries
Amount	$26,250	$37,563	$39,441
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staff Benefits (Classified)	3000-3999: Employee Benefits Service Staff Benefits (Classified)	3000-3999: Employee Benefits
Amount	$525,000	$664,792	$698,032
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies
Amount	$115,500	$121,275	$127,339
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures & FCOE IT MOU/Agreement	5000-5999: Services And Other Operating Expenditures Other service expenditures & FCOE IT MOU/Agreement	5000-5999: Services And Other Operating Expenditures

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

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

Retain the following hires from the previous school year:
1 Ag Teacher - MHS
1 Small Business Teacher - MHS
1 Spanish Teacher - MJH
1 Band Teacher - Elementary

2018-19 Actions/Services

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

Retain the following hires from the previous school year:
1 Ag Teacher - MHS
1 Small Business Teacher - MHS
1 Spanish Teacher - MJH
1 Band Teacher - Elementary

Finalize the Future Farmers of America expansion project - Build on what was

2019-20 Actions/Services

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

Retain all of the hires from the previous school year(s) - 6 teachers total.

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

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

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

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

started so that students can continue to have all the opportunities offered by the program and allow them to be competitive.

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

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

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

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

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

Look to hire an additional Band teacher for the elementary schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$577,500	$736,375	$890,851
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries

Amount	$210,000	$270,500	$284,025
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits
Amount	$912,799	$958,439	$891,264
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies
Amount	$725,299	$761,564	$684,545
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

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

| Unchanged Action | Unchanged Action | Unchanged Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population. Retain all attendance clerks.	Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population. Retain all attendance clerks.	Since our unduplicated students are some of the students that struggle with attending school regularly, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates and increase overall attendance of this student population. Retain all attendance clerks - 5 total.

Budgeted Expenditures

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

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Modification:
The services and actions under this initiative will provide increased

		opportunities for the homeless subgroup. This subgroup is "Red" on the CCI indicator on the California School Dashboard. The goal of this services is that through more and improved offerings, the homeless students will be able to overcome educational barriers and become college and career ready.

Budgeted Expenditures

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

Action 12

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school: Bi-literacy class Debate class Enrichment/Sports programs (elementary) This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.	The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs after school: Bi-literacy class Debate class Enrichment/Sports programs (elementary) This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.	The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs and services after school: Bi-literacy class Debate class Enrichment/Sports programs (elementary) This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,925	$9,371	$9,840
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries Service Staffing	1000-1999: Certificated Personnel Salaries

Amount	$2,625	$2,756	$2,894
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries Service Staffing	2000-2999: Classified Personnel Salaries
Amount	$2,100	$2,205	$2,315
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits	3000-3999: Employee Benefits Service Benefits	3000-3999: Employee Benefits
Amount	$105,000	$110,250	$115,763
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Develop and grow a professional learning culture

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

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

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

All

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS. On-going professional development On-site collaboration and Real time instructional coaching	District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS. On-going professional development On-site collaboration and Real time instructional coaching	District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS. On-going professional development On-site collaboration and Real time instructional coaching

Budgeted Expenditures

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

Action 2

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

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

All

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

All Schools

<div align="center">OR</div>

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

2018-19 Actions/Services

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

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

2019-20 Actions/Services

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

Human Resource Department
Certificated Personnel
Teacher Recruitment Expenditures

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,278,717	$9,742,653	$10,332,372
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Service Staffing (Certificated)	1000-1999: Certificated Personnel Salaries Service Staffing (Certificated)	1000-1999: Certificated Personnel Salaries
Amount	$3,375,803	$3,544,593	$3,721,823
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits (Certificated)	3000-3999: Employee Benefits Service Staffing Benefits (Certificated)	3000-3999: Employee Benefits
Amount	$45,150	$47,408	$49,778
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Service Staffing (Classified)	2000-2999: Classified Personnel Salaries Service Staffing (Classified)	2000-2999: Classified Personnel Salaries
Amount	$26,250	$27,563	$28,941
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Service Staffing Benefits (Classified)	3000-3999: Employee Benefits Service Staffing Benefits (Classified)	3000-3999: Employee Benefits
Amount	$5,250	$5,513	$5,789
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies Service materials and supplies	4000-4999: Books And Supplies
Amount	$10,500	$11,025	$11,576
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures Other service expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.	Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.	Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.

Budgeted Expenditures

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

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

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	All Schools

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide clean and well-maintained up-to-date schools. MOT department Support for district modernization projects.	Provide clean and well-maintained up-to-date schools. MOT department Support for district modernization projects.	Provide clean and well-maintained up-to-date schools. MOT department Support for district modernization projects.

Budgeted Expenditures

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

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

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,	Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,	Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also,

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

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

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

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

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

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

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

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

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

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$11,754,150	41.53%

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

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

Using the calculation tool provided by the state, Mendota Unified School District has calculated that it will receive $11,754,150 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:

*Instructional Supports and Services (Goal 1, Action 5)
*Tech Support: Google & FCOE Contract (Goal 1, Action 6)
*Professional Development and Instructional Aides (Goal 1, Action 7)
*Guidance Instructional Specialist and Middle School Vice Principal (Goal 1, Action 8)
*English Learner Program oversight (Goal 1, Action 9)
*Class-Size Reduction (Goal 1, Action 10)
*Instructional Oversight and Support - Director of Curriculum & Instruction (Goal 1, Action 11)
*District Technology (Goal 2, Action 1)
*Psych Services & Mental Health Supports (Goal 2, Action 5)
*School Safety (Goal 2, Action 6)
*Participation in District Events (Goal 2, Action 7)
*21st Century Classrooms and Learning Environments (Goal 2, Action 8)
*Increased Opportunities in Extra-Curricular Activities and CTE Courses (Goal 2, Action 9)
*Attendance Clerks (Goal 2, Action 10)

*Facility Updates (Goal 2, Action 11)
*Extended Day Programs (Goal 2, Action 12)
*Professional Development (Goal 3, Action 5)

All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of the district. Since our unduplicated student population count is 99% all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency of the delivery of these actions and services.

In addition using the same calculation tool the proportionality percentage has been calculated at 41.53%. Mendota Unified School district has demonstrated that it has met the 41.53% proportionality percentage by expending $11,754,150 in funds on actions and services that are principally directed towards the unduplicated student population and marked as increasing and improving services as summarized above and as explained in detailed in this plan in the Goals, Actions & Services section.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$11,224,282	42.13%

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

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

Using the calculation tool provided by the state, Mendota Unified School District has calculated that it will receive $11,224,282 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development related resources, data tracking, course enrichment, tutoring, technology upgrades to better serve our unduplicated student population, and stakeholder involvement support and resources. All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of the district. Since our unduplicated student population count is 99% all of these actions and services are being performed on a school-wide or districtwide basis in order increase efficiency of the delivery of these actions and services.

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$8,712,749	33.7%

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

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

Using the calculation tool provided by the state, Mendota Unified School District has calculated that it will receive $8,712,749 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include teacher and administrative coaching, mentoring, intervention programs, social/emotional supportive programs, professional development related resources, data tracking, course enrichment, tutoring, technology upgrades to better serve our unduplicated student population, and stakeholder involvement support and resources. All actions and expenditures of funds marked as contributing to increased or improved services were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the goals of the LEA. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students meet the goals of the district. Since our unduplicated student population count is 98.82% all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency of the delivery of these actions and services.

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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?

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