

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Caliente Union Elementary		
Contact Name and Title	Kathleen Hansen Superintendent-Principal	Email and Phone	khansen@calienteschooldistrict.org (661) 867-2301

2017-20 Plan Summary

THE STORY

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

Caliente Union School District, Piute Mountain School, is an isolated rural Kindergarten through 8th grade one school district, located 50 miles east of Bakersfield, CA. The district is categorized as 'Necessary Small School', flat funded since 2012. The Governing Board believes, "In order for education to succeed, there must be an ongoing partnership between parents/guardians, students, educators, and the community."

The past years of recession, high gas prices, drought – wells drying up, and loss of jobs in the oil industry caused young families to move out of our community, therefore a smaller population of young families remain in comparison to a larger population of retirees. There is a strong PTC, SSC, and Educational Foundation that partners with the district. All three groups are composed of community members, staff, parents, and retirees. The membership consists primarily of the same people in each organization. District benefits largely from the retiree population.

District's two buses collectively cover 100 miles per day. Present student population is 52 and it is at the 73% socio-economical level. The total unduplicated is 79%.

LCAP HIGHLIGHTS

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

After evaluating data collected throughout the year along with 2017 SBAC results, stakeholders, board, teachers, and SSC, it became apparent that more concentrated focus and training needed to be centered on Common Core Mathematics.

- 1) Improvement directed at staff and parents understanding of Common Core Math adopted curriculum.
- 2) Best practice and longer integrated instruction around mathematical terms will enhance students' improvement.
- 3) The use of Mathematical dialogue in classroom setting and throughout school campus.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

- 1) The state's BIIG Grant was completed, May 1, 2017. Piute Mountain School Site has faster internet access, which is an improvement over the previous T-1 lines, especially noticeable during SBAC testing.
- 2) A generous donation of 47 refurbished lap top computers were given to the school. This will allow students in the Jr. High grades to be assigned an individual computer. This will help support the Common Core Mathematics and ELA curriculum in a more productive and rigorous learning environment.
- 3) Improvement on Attendance rate 1.66%. Last year attendance rate 90% and this year 91.66%.
District will update and maintain technology support through Kern County Superintendent of Schools and district's 3 times a month IT. Goal 3 - Action 3(a)
District will continue to encourage steady increase in attendance, Goal 1 - Action 1 (a)

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

GREATEST NEEDS

- 1) The district indicator was "orange" for "all students" based on the 2017 CAASPP Mathematics results: 58% of the students were "below standards," 34% "near standards," and 11% were "above standards."
- 2) The district indicator was "yellow" for "all students" based on the 2017 CAASPP ELA results: 28% students were "below standards." 51% were "near standards," and 21% were "above standards."
- 3) The district indicator was "orange" for "all students" in suspension rate (K-12)
- 4) Teacher trainings available on site – District has limited substitutes due to the remote location.. This makes it very difficult for teachers to attend a meeting at a different site. There are three teachers that teach three grades combination classrooms. This is due to funding as a 'Necessary Small School.'
Necessary Smal School Funding for district has been flat funded since 2012. The yearly cost of living increases are making a substantial impact, therefore, the district will utilize and partner with Kern County Superintendent of Schools in providing teacher and staff trainings centered around Common Core Math curriculum and best practices, at district site, either via online or in person, 2017-2018.
Changes for district during 2017-2018 will be centered around a 'Growth Mindset' instead of a "Fixed Mindset" belief. PLCs and campus wide teaching strategies will focus on Carol S. Dweck's book and resources, *Mindset, The New Psychology of Success*, *The Growth Mindset Coach*, and *Ready to Use Resources for Mindsets in the Classroom*. According to Bill Gates, *GatesNotes*, "Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life."

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

PERFORMANCE GAPS

No performance gaps to report at this time.

INCREASED OR IMPROVED SERVICES

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

Based on staff and stakeholder feedback and research on effective practices, Caliente Union School District is implementing 14 actions and services to improve services for low income students using the LCFF Supplemental dollars for our only site. The significant actions to improve services are:

- i. PBIS
- ii. Positive behavior and attendance incentives
- iii. Maintain small class sizes
- iv. Maintain instructional days
- v. Provide access to technology
- vi. After school tutoring 3 times a week

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$743,494

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

\$93,720

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

The general fund budget includes expenditures outside of the LCAP that are for general administration and support staff, as well as for maintenance and operations of the school district. Restricted programs such as Special Education and Title Program services are also included in the budget but not for LCAP goals and actions.

\$638,811

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	The District's students will improve from 10% absent rate to 5% absent rate by 2019
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 5 a) Attendance rate – 90%	Priority 5 a) Attendance rate – 91.66
Priority 5 b) Chronic Absenteeism Rate - 35%	Priority 5 b) Chronic Absenteeism Rate – 34.6%
Priority 5 c) Middle School Dropout Rate – 0%	Priority 5 c) Middle School Dropout Rate – 0%
Priority 5 d) High School Dropout Rate - N/A	Priority 5 d) High School Dropout Rate - N/A
Priority 5 e) High School Graduation Rate - N/A	Priority 5 e) High School Graduation Rate - N/A

Priority 6 a) Pupil Suspension rate - .05%	Priority 6 a) Pupil Suspension rate - .06%
Priority 6 b) Pupil Expulsion rate - .0%	Priority 6 b) Pupil Expulsion rate - .0%
Priority 6 c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 70% Staff: 100%	Priority 6 c) Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%

[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 **1a**

Actions/Services

PLANNED	ACTUAL
<p>Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.</p> <p>At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.</p> <p>Parents are invited to quarterly award’s assemblies and the importance of students’ attendance is shared in a multiple of venues.</p> <p>Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy’s issues; College Community Services provides</p>	<p>Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.</p> <p>At the end of each quarter, during the Award Assembly, the Classroom Perfect Attendance Winner were announced and the classroom received a trophy. At the end of this school year, the classroom with the highest score for Perfect Attendance received a classroom party and overall trophy.</p> <p>Parents were invited to quarterly award’s assemblies and the importance of students’ attendance was shared in a multiple of venues.</p> <p>Community has a part time Deputy Sheriff. District continues to collaborate with Deputy Sheriff and CPS as needed for truancy’s issues; College Community Services were provided. Deputy Sheriff presented an “Anti-Bullying Assembly – K-5 grade and Internet – Anti-Bullying</p>

Expenditures

counselling services for students as needed. There is also an ongoing partnership with CPS.
BUDGETED
<ul style="list-style-type: none"> • Trophy: $\\$7.50 \times 4 = \\30. • Classroom Party: $\\$100$. • Supplies S & C

Assembly – 6 th -8 th grade.
ESTIMATED ACTUAL
<ul style="list-style-type: none"> • Trophy: $\\$7.50 \times 4 = \\30 • Classroom party: $\\$20 \times 4 = \\100 • Supplies S & C

Action

1b

Actions/Services

PLANNED
Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

ACTUAL
Positive Behavior Intervention and Supports - Were awarded each quarter with an Ice Cream Party. The Overall Winner of PBIS received a pizza and Ice cream party and overall trophy awarded at the end of the school year

Expenditures

BUDGETED
<ul style="list-style-type: none"> • Tokens: $\\$30$. • Trophy: $\\$7.50 \text{ each} \times 4 = \\30. • S & C

ESTIMATED ACTUAL
<ul style="list-style-type: none"> • Tokens: $\\$0$ • Trophy: $\\$7.50 \times 4 = \\30 • S & C

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.	1(a) Completely implemented 1(b) Didn't need to purchase new because of current supplies.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions proved to be effective due to raise in attendance rate data.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1(b) Didn't need to purchase new because of current supplies.
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.	1. Administration attending PLC for Truancy and Absenteeism 2. PLC learning around PBIS

Goal 2

Caliente students will be proficient or advanced and our SED sub group will continue to show growth as measured by local benchmark and other curriculum based measurements.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority 1: Basic Services

a) Number/rate of teachers not fully credentialed: 0%

Priority 1: Basic Services

a) Number/rate of teachers not fully credentialed: 0%

Priority 1: Basic Services

b) 100% of pupils have sufficient access to standards-aligned instructional materials

Priority 1: Basic Services

b) 100% of pupils have sufficient access to standards-aligned instructional materials

Priority 1: Basic Services

c) Overall Facility rating from FIT-SARC- Rating 'Good'

Priority 1: Basic Services

c) Overall Facility rating from FIT-SARC- Rating 'Good'

Priority 2: Implementation of State Standards

a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS -Partially

Priority 2: Implementation of State Standards

a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS -Partially

Priority 2: Implementation of State Standards

b) N/A Caliente currently does not serve any EL students.

Priority 2: Implementation of State Standards

b) N/A Caliente currently does not serve any EL students.

<p>Priority 4: Pupil Achievement a) CST Science: 5th grade students maintain or increase proficient or advanced. CST Science: 8th grade students maintain or increase proficient or advanced. SBAC: All 68% of students are 'Standards Met' and above 52% of SED sub groups are 'Nearly Standards' and above.</p>	<p>Priority 4: Pupil Achievement a) CST State has changed the format for Science. The State piloted new Science assessment – CAST. 5th and 8th grade students participated in the CAST. SBAC: ELA 35% of students are 'Standards Met' and 'Exceed' Math 10% of students are 'Standards Met' and 'Exceed'.(2016)</p>
<p>Priority 4: Pupil Achievement b) API: N/A</p>	<p>Priority 4: Pupil Achievement b) API: N/A</p>
<p>Priority 4: Pupil Achievement c) Percent of students completing a CTE Course Sequence N/A</p>	<p>Priority 4: Pupil Achievement c) Percent of students completing a CTE Course Sequence N/A</p>
<p>Priority 4: Pupil Achievement d) Percent of EL students attaining AMAO 1 and 2 targets-N/A</p>	<p>Priority 4: Pupil Achievement d) Percent of EL students attaining AMAO 1 and 2 targets-N/A</p>
<p>Priority 4: Pupil Achievement e) EL Reclassification rate - N/A</p>	<p>Priority 4: Pupil Achievement e) EL Reclassification rate - N/A</p>
<p>Priority 4: Pupil Achievement f) Percent of students passing AP exams - N/A</p>	<p>Priority 4: Pupil Achievement f) Percent of students passing AP exams - N/A</p>
<p>Priority 4: Pupil Achievement g) EAP College Ready rates for math and ELA - N/A</p>	<p>Priority 4: Pupil Achievement g) EAP College Ready rates for math and ELA - N/A</p>
<p>Priority 8: Other Pupil Outcomes a) Physical Fitness Test results- 65% (5th& 8th) fall into the HF (Healthy Fitness Zone)</p>	<p>Priority 8: Other Pupil Outcomes a) Physical Fitness' Test results – 72.45% (5th&8th) fall into the HF (Healthy Fitness Zone)</p>

ACTIONS / SERVICES

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

Action **2a**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher ratio. 58 students are projected to be enrolled. The district will employ 3 general education teachers BTSA/Intern Teacher/Staff Handbook Book to be read during year for PLC: <u>Coherence - The Right Drivers in Action for Schools, District, and Systems</u> 	<p>ACTUAL</p> <ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher ratio. 52 students were enrolled. The district employed 4 general education teachers There were no BTSA/Intern candidates Teacher/Staff Handbook Teacher read during this year for PLC: <u>Coherence - The Right Drivers in Action for Schools, District, and Systems</u>
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> \$77,312 - Certificated Salaries and Benefits S&C BTSA/Intern - \$3,650 Certificated Salaries, Benefits and S&C Teacher/ Staff Handbook: $\\$3.83 \times 8 = \\30.64 Supplies S&C Coherence - book: $\\$2.75 \times 6 = \\136.50 Supplies S&C 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> \$72,517 - Certificated Salaries and Benefits S&C BTSA/Intern - \$0 Certificated Salaries, Benefits and S&C Teacher/ Staff Handbook: $\\$3.83 \times 8 = \\30.64 Supplies S&C Coherence - book: $\\$2.75 \times 6 = \\136.50 Supplies S&C

Action **2b**

Actions/Services	<p>PLANNED</p> <p>BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more</p>	<p>ACTUAL</p> <p>BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for</p>
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	technology access for teachers and students	teachers and students
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **2c**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance 	<p>ACTUAL</p> <ul style="list-style-type: none"> • RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 3 days a week, 1 hour session - Math/ELA tutoring for students • Quarterly Benchmarks were given to students to assess, reevaluate, reteach, and advance
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> • RTI - \$1,000 Certificated Salaries and benefits S&C • Tutoring/ Homework Club - \$2,000 year Certificated Salaries and benefits S&C 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • RTI - \$1,167 Certificated Salaries and benefits S&C • Tutoring/ Homework Club - \$2,334 year Certificated Salaries and benefits S&C

Action **2d**

Actions/Services	<ul style="list-style-type: none"> • PLANNED • Music and Art lessons will each be provided 2016-2017 	<ul style="list-style-type: none"> • ACTUAL • Music lessons were provided 2016-2017
Expenditures	<ul style="list-style-type: none"> • BUDGETED • No cost volunteer 	<ul style="list-style-type: none"> • ESTIMATED ACTUAL • No cost volunteer

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall effectiveness was minimal and limited
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	RTI model in place causes instructional gaps therefore district is looking at a new model for implementation.

Goal 3 Piute Mountain's campus will be equipped and maintained with security cameras and alarm systems by 2019.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Campus needs to be equipped and maintained with a security system. District's suspension rate and expulsion rate are very low, our students 60% feel safe and staff 100% feel safe on campus according to a survey.

Priority 6

a) Pupil suspension rate - .05%

Priority 6

b) Pupil expulsion rate - .0%

Priority 6

c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 70% Staff: 100%

ACTUAL

Priority 6

a) Pupil suspension rate - .06%
Reported as of May 1st.

Priority 6

b) Pupil expulsion rate - .0%

Priority 6

c) Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%

Action

3a

Actions/Services

- **PLANNED**
- MOU increase with IT 1 time a month to maintain equipment

- **ACTUAL**
- MOU increase with IT 3 time a month to maintain equipment.

Expenditures

- **BUDGETED**
- \$288 per month = \$3,456. Contracts Base

- **ESTIMATED ACTUAL**
- \$868.50 per month = \$10,422. Contracts Base

Action

3b

Actions/Services	<ul style="list-style-type: none"> • PLANNED • District will monitor security cameras and alarms system 	<ul style="list-style-type: none"> • ACTUAL • District monitored security cameras and alarms system
Expenditures	<ul style="list-style-type: none"> • BUDGETED • \$0 	<ul style="list-style-type: none"> • ESTIMATED ACTUAL • \$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions implemented
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall effectiveness is progressing and believed to be completed by 2019
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
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.	Overarching goal may change and/or shift to encompass a broader sense of safety and connectedness.

Goal 4

Caliente School District will continually progress toward full implementation of the CCSS as measured by administration observations and APS

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

New State Common Core adoptions must be in place. Math and ELA are approved for adoption.

Priority 2: Implementation of State Standards

a) Implementation of State Standards a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as determined by the APS and Administrator.

Priority 2: Implementation of State Standards

b) Caliente currently does not serve any EL students - N/A

Priority 7: Course Access

a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)

Priority 7: Course Access

b) Programs and services are developed and provided to 100% of

ACTUAL

Priority 2: Implementation of State Standards

a) Implementation of State Standards a) Implementation of the academic content and performance standards adopted by the state board is "Substantially" as determined by the APS and Administrator.

Priority 2: Implementation of State Standards

b) Caliente currently does not serve any EL students - N/A

Priority 7: Course Access

a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)

Priority 7: Course Access

b) Programs and services are developed and provided to 100%

unduplicated pupils.	of unduplicated pupils.
Priority 7: Course Access c) Programs and services are developed and provided to 100% of individuals with exceptional needs	c) Programs and services are developed and provided to 100% of individuals with exceptional needs

Action

4a

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> • In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum • Monthly PLC to share and report on progress of students. • CCSS workshops • Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum • Monthly PLC to share and report on progress of students. • CCSS workshops – N/A • Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.
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Expenditures

<ul style="list-style-type: none"> • BUDGETED • ELA Inservice – • PLC - \$3,000 Certificated salaries and benefits S&C • CCSS - \$1,000 - Certificated salaries and benefit S&C 	<ul style="list-style-type: none"> • ESTIMATED ACTUAL • ELA Inservice – • PLC - \$0 Certificated salaries and benefits S&C • CCSS - \$0 - Certificated salaries and benefit S&C
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Action **4b**

Actions/Services	<p>PLANNED RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day</p>	<p>ACTUAL RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day</p>
Expenditures	<p>BUDGETED RTI - \$1,000 Certificated salary and benefits S & C</p>	<p>ESTIMATED ACTUAL RTI - \$1,167 Certificated salary and benefits S & C</p>

Action **4c**

Actions/Services	<ul style="list-style-type: none"> PLANNED Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking 	<ul style="list-style-type: none"> ACTUAL Clearing out gardening boxes started in the Spring. Gardening is providing kinetic learning to help assimilate Common Core math and Performance task thinking
Expenditures	<ul style="list-style-type: none"> BUDGETED Gardening supplies: \$250. S & C 	<ul style="list-style-type: none"> ESTIMATED ACTUAL Gardening supplies: \$0. S & C

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.	See actuals
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of State Standards are deemed effective in ELA but data revealed a need for Mathematical professional learning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	District did not use any budget for 'Gardening Supplies'
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.	More understanding of Common Core mathematics

Goal 5 Caliente School District will continually engage parents toward participation in and contribution toward student and district learning goals.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Lack of parental involvement; currently parent involvement is approximately at 40%. Community members - retired community will volunteer. Out of town jobs, failed oil industry, fuel costs, failed drinking water wells, or lack thereof, seems to be the driving force. There are single parent families or relatives raising students.

Priority 3: Parental Involvement

a) Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 57%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students

Priority 3: Parental Involvement

b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bulletin boards on display at district.

Priority 3: Parental Involvement

c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions

ACTUAL

Priority 3: Parental Involvement

a) Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students

Priority 3: Parental Involvement

b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bulletin boards on displayed at district.

Priority 3: Parental Involvement

c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program'. RSP teacher included parents of students in the school activities, IEP, and decisions

Action

5a

Actions/Services

- **PLANNED**
- SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

- **ACTUAL**
- SSC - Each Quarter - The SSC met 3 times (missed one quarter due to flooding) and looked over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

Expenditures

- **BUDGETED**
- \$0

- **ESTIMATED ACTUAL**
- \$0

Action

5b

Actions/Services

- **PLANNED**
- PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

- **ACTUAL**
- PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show with a dinner, Whiz Kids, Walk-A-Thon.

Expenditures

- **BUDGETED**
- \$0

- **ESTIMATED ACTUAL**
- \$0

Action

5c

Actions/Services

- PLANNED**
- Parental Volunteers: Help out in the classroom, read with students, etc...
 - Parents will receive a Parental Workbook at District's Back to School Night in July
 - Parent Project Classes offered

- ACTUAL**
- Parental Volunteers: Help out in the classroom, read with students, etc...
 - Parents will receive a Parental Workbook at District's Back to School Night in July
 - Parent Project Classes offered - N/A

Expenditures

BUDGETED

- Parent Handbook \$3.85 X 50 = \$192.50
Supplies S & C
- Parent Project \$200. S & C supplies

ESTIMATED ACTUAL

- Parent Handbook \$3.85 X 50 = \$192.50 Supplies S
& C

ANALYSIS

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

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

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

All actions and services were implemented

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

Overall effectiveness – The goal was deemed effective due to increase in parent involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

SSC deemed the parent handbook, Parenting Corner – Supporting Regular School Attendance, ineffective and will no longer be sent home but will have an electronic copy on district website.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Various meetings were held throughout the year to gather input/report progress about the LCAP goals and about their progress, 2016-2017

1. Back-To-School Night: 7/21/16 (community stakeholders, parents)
 2. School Site Council Meetings: 8/1/16, 10/17/16, 4/24/17
 3. Board Meetings/2 Trustees' Dinners: 7/19, 8/9, 9/20, 10/11, 11/8, 12/13, 1/17, 2/14, 3/14, 4/18, 5/9, 6/19 –
 4. Prop 84: 5/11
 5. BIIG (Broadband Infrastructure Improvement Grant): 5/1
 6. LCAP/Teacher Development/PLC: twice a month until Jan.2017
 7. Public Hearing – LCAP and Budget: 6/19/2017
 - 8 Surveys: 4/26/2017 (Parents, staff, pupils)
 9. Awards Assembly – 9/23, 12/16, 3/28, and 6/9
 10. Local Board Approval: 6/20/2017
- * There are no bargaining units to console.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. Back-To-School Night - Parents – District made a poster of the LCAP Goals and explained them to the parents. Parents were provided with a Parenting Corner – Supporting Regular School Attendance –
2. School Site Council – Council made recommendation for the purchase of ELA Common Core Books and reviewing the LCAP Goals. Concerns over parents understanding the importance of children in school. SSC wanted to know what district's options are for implementing stronger penalties for parents not sending their students to school.
3. Board Meetings –
4. Prop 84 – Going into the 3rd Phase – Construction of new water source
5. BIIG – Completion of Tower in place one day before SBAC testing. – 100% student participation during the SBAC.
6. LCAP/Teacher Development/PLC: Teachers read the book Coherence by Corwin – Collaboration and practices generated around conversations related to book enhanced teaching practices.
7. Public Hearing –
8. Surveys – Parents, students, and staff felt school environment is safe and clean. General consensus – difficulty in understanding the Mathematics Common Core – want to return to past math computations. Students would like more reading and math time. More computers for classrooms. Classes taught on robotics and computer programming. More music and art lessons.
9. Awards' Assembly – Parents were reminded about the importance of attendance and academics – LCAP Goals were reviewed
10. Local Board Approval of LCAP and Budget -

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

District's Benchmark and SBAC scores are an indication that Mathematics need to improve and SBAC ELA is 'Maintained' for 'All Students'

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) Number/rate of teachers not fully credentialed	0.0%	Maintain 0.0%	Maintain 0.0%	Maintain 0.0%
Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials	100% of pupils have sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials

Priority 1 (c) Overall Facility rating	Rating from FIT/SARC- Rating of 'Good'	Maintain rating of "Good" from FIT/SARC	Maintain rating of "Good" from FIT/SARC	Maintain rating of "Good" from FIT/SARC
Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board	"Substantially" as defined by the APS and Administrator	"Fully" as defined by the APS and Administrator	"Fully" as defined by the APS and Administrator	"Fully" as defined by the APS and Administrator
Priority 2 (b) Programs/ Services to enable English Learners access to CCSS and ELD standards	N/A Caliente currently does not serve any EL students.	N/A Caliente currently does not serve any EL students.	N/A Caliente currently does not serve any EL students.	N/A Caliente currently does not serve any EL students.
Priority 4 (a) State Assessments	CAASPP- ELA- 'Orange' maintained Math-'Orange' Declined	CAASPP- ELA- 'Yellow' Math-'Yellow'	CAASPP- ELA- 'Yellow' Maintained Math-'Yellow' Maintained	CAASPP- ELA- 'Green' Math-'Green'
Priority 4 (b) API	N/A	N/A	N/A	N/A
Priority 4 (c) Percent of students completing a CTE Course Sequence	N/A	N/A	N/A	N/A
Priority 4 (d) Percent of EL students making	N/A	N/A	N/A	N/A

progress towards English proficiency				
Priority 4 (e) EL Reclassification rate	N/A	N/A	N/A	N/A
Priority 4 (f) Percent of students passing AP exams	N/A	N/A	N/A	N/A
Priority 4 (g) EAP College	N/A	N/A	N/A	N/A
Priority 5(a) Attendance rate	91.66%	93%	93.5%	94.5%
Priority 5 (b) Chronic Absenteeism Rate	34.6%	33.5%	32.5%	32%
Priority 5 (c) Middle School Dropout Rate	0%	Maintain 0.0%	Maintain 0.0%	Maintain 0.0%
Priority 5 (d) High School Dropout Rate	N/A	N/A	N/A	N/A
Priority 5 (e) High School Graduation Rate	N/A	N/A	N/A	N/A
Priority 7 (a) Extent to which	100% of students have access to a broad course	Maintain 100% of students have access to	Maintain 100% of students have access to	Maintain 100% of students have access to a broad

pupils have access to and are enrolled in a broad course of study	of study	a broad course of study	a broad course of study	course of study
Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ services for unduplicated pupils	Programs and services are developed and provided to 100% of unduplicated pupils : Programs and services are based on state standards and student needs as indicated by local assessment data.	Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Maintain Programs and services are developed and provided to 100% of unduplicated pupils
Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/ services for pupils with exceptional needs	Programs and services are developed and provided to 100% of exceptional needs pupils Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.	Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Maintain Programs and services are developed and provided to 100% of exceptional needs pupils
Priority 8 (a) Other student outcomes	Physical Fitness Test results- 72.45% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 73% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 74% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 75% (5th& 8th) fall into the HF (Healthy Fitness Zone)

PLANNED ACTIONS / SERVICES

Action **1a**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.

2018-19

New Modified Unchanged

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and

2019-20

New Modified Unchanged

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.
- Parents are invited to quarterly

- Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

overall trophy.

- Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS

- award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$130	Amount	\$130	Amount	\$130
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Supplies	Budget Reference	Supplies	Budget Reference	Supplies

Action **1b**

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

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

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

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers BTSA/Intern Teacher/Staff Handbook Book to be read during year for PLC: <u>Mindset – The New Psychology of Success</u> and <u>The Growth Mindset Coach. A teacher’s Month-by-Month Handbook for Empowering Students to Achieve.</u> 	<ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers BTSA/Intern Teacher/Staff Handbook Book to be read during year for PLC: At the end of 2017-2018 school year, teachers will select a new book for 2018-2019 school year. 	<ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers BTSA/Intern Teacher/Staff Handbook Book to be read during year for PLC: At the end of 2018-2019 school year, teachers will select a new book for 2019-2020 school year.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount</p> <p>a. \$77,312 b. \$3,650 (BTSA) c. \$30.64 d. \$136.50</p>	<p>Amount</p> <p>a. \$77,312 b. \$3,650 (BTSA) c. \$30.64 d. \$136.50</p>	<p>Amount</p> <p>a. \$77,312 b. \$3,650 (BTSA) c. \$30.64 d. \$136.50</p>
<p>Source</p> <p>Supplemental/Concentration</p>	<p>Source</p> <p>Supplemental/Concentration</p>	<p>Source</p> <p>Supplemental/Concentration</p>
<p>Budget Reference</p> <p>a. Certificated Salaries & Benedfits b. Certificated Salaries & Benefits</p>	<p>Budget Reference</p> <p>a. Certificated Salaries & Benedfits</p>	<p>Budget Reference</p> <p>a. Certificated Salaries & Benedfits</p>

c. Supplies
d. Supplies

b. Certificated Salaries & Benefits
c. Supplies
d. Supplies

b. Certificated Salaries & Benefits
c. Supplies
d. Supplies

Action **1c**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students	BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students	BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$4,032 yearly	Amount \$4,032 yearly	Amount \$4,032 yearly
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration

Budget Reference

Services & Other

Budget Reference

Services & Other

Budget Reference

Services & Other

Action 1d

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance 	<ul style="list-style-type: none"> RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance 	<ul style="list-style-type: none"> RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance

BUDGETED EXPENDITURES

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

Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits	Budget Reference	Certificated Salaries & Benefits

Action **1e**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Music and Art lessons will each be provided	Music and Art lessons will each be provided	Music and Art lessons will each be provided

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	No Cost	Amount	No Cost
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **1f**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
MOU increase with IT 3 time a month to maintain equipment	MOU increase with IT 3 time a month to maintain equipment	MOU increase with IT 3 time a month to maintain equipment

BUDGETED EXPENDITURES

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

Amount	\$3,456	Amount	\$3,456	Amount	\$3,456
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits

Action **1g**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as a pacing guide for student progress and to gather 	<ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as 	<ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as a pacing guide for student progress

ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.

a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.

and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$4,000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits	Budget Reference: Certificated Salaries & Benefits

Action **1h**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$1,000

Source Supplemental/Concentration

Budget Reference Certificated Salaries & Benefits

Amount \$1,000

Source Supplemental/Concentration

Budget Reference Certificated Salaries & Benefits

Amount \$1,000

Source Supplemental/Concentration

Budget Reference Certificated Salaries & Benefits

New Modified Unchanged

Goal 2

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

District recognizes children come from different environments and those daily environmental changes effect their every day learning capacity.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (a)	Efforts to seek parent	Efforts to seek parent	Efforts to seek parent	Efforts to seek parent

Efforts to seek parent input in making decisions for district and school sites	input in making decisions for district increased this year from 55% involvement to 60% in attendance of events.	input in making decisions for district increased this year from 60% involvement to 65% in attendance of events.	input in making decisions for district increased this year from 65% involvement to 70% in attendance of events.	input in making decisions for district increased this year from 70% involvement to 75% in attendance of events.
Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils	Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bulletin boards on displayed at district.	90% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference.	95% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference.	100% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference.
Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs	The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program'. RSP teacher included parents of students in the school activities, IEP, and decisions	100% of parents will attend IEPs and 504s either in person or via phone conference	100% of parents will attend IEPs and 504s either in person or via phone conference	100% of parents will attend IEPs and 504s either in person or via phone conference
Priority 6 (a) Pupil suspension rate	0.06% (Reported as of May 1 st)	0.05% (Reported as of May 1 st)	0.04% (Reported as of May 1 st)	0.03% (Reported as of May 1 st)
Priority 6 (b) Pupil expulsion	- 0.0% (Reported as of May 1 st)	Maintain 0.0%	Maintain 0.0%	Maintain 0.0%

rate				
Priority 6 (c) Other local measures on sense of safety and school connectedness	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 95% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 100% Staff: 100%

Action **2a**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

2018-19

New Modified Unchanged

Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

2019-20

New Modified Unchanged

Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

BUDGETED EXPENDITURES

2017-18

Amount

\$60

Source

Supplemental/Concentration

Budget Reference

Supplies

2018-19

Amount

\$60

Source

Supplemental/Concentration

Budget Reference

Supplies

2019-20

Amount

\$60

Source

Supplemental/Concentration

Budget Reference

Supplies

PLANNED ACTIONS / SERVICES

Action **2b**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will monitor security cameras and alarms system	District will monitor security cameras and alarms system	District will monitor security cameras and alarms system

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
Source: N/A	Source: N/A	Source: N/A
Budget Reference: N/A	Budget Reference: N/A	Budget Reference: N/A

Action **2c**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$250	Amount: \$250	Amount: \$250
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration

Budget Reference

Books & Supplies

Budget Reference

Books & Supplies

Budget Reference

Books & Supplies

Action **2d**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2018-19

New Modified Unchanged

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2019-20

New Modified Unchanged

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

BUDGETED EXPENDITURES

2017-18

Amount No Cost

Source N/A

2018-19

Amount No Cost

Source N/A

2019-20

Amount No Cost

Source N/A

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

Action 2e

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

2018-19

New Modified Unchanged

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

2019-20

New Modified Unchanged

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

BUDGETED EXPENDITURES

2017-18

Amount

No Cost

2018-19

Amount

No Cost

2019-20

Amount

No Cost

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2f**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's online website. • Parent Project Classes offered as needed. 	<ul style="list-style-type: none"> • Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's online website • Parent Project Classes offered as needed 	<ul style="list-style-type: none"> • Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's online website • Parent Project Classes offered

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$0	Amount	\$0	Amount	\$0
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Book & Supplies	Budget Reference	Books & Supplies	Budget Reference	Books & Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 84,060	<u>Percentage to Increase or Improve Services:</u>	16.48 %
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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](#)).

LEA-Wide and Schoolwide Use of Funds: Students enrollment is 79% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district’s only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Action items 1a -1h and 2a - f are principally directed to our high need students in order to achieve the program’s goals for its unduplicated students.

- PBIS
- Attendance/Positive Behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed tutoring after school and transportation if needed
- Parent Project

