

LCFF Budget Overview for Parents: Data Input

| | |
|---|--------------------------------|
| Local Educational Agency (LEA) name: | Caliente Union School District |
| CDS code: | 15-63388 |
| LEA contact information: | Kathleen Hansen |
| Coming LCAP Year: | 2019-2020 |
| Current LCAP Year | 2018-2019 |

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

| Projected General Fund Revenue for the 2019-2020 LCAP Year | Amount |
|---|-------------------|
| Total LCFF funds | \$ 638,649 |
| LCFF supplemental & concentration grants | \$ 85,130 |
| All other state funds | \$ 31,644 |
| All local funds | \$ 25,977 |
| All federal funds | \$ 70,427 |
| Total Projected Revenue | \$ 766,697 |

| Total Budgeted Expenditures for the 2019-2020 LCAP Year | Amount |
|--|---------------|
| Total Budgeted General Fund Expenditures | \$ 757,791 |
| Total Budgeted Expenditures in LCAP | \$ 105,222 |
| Total Budgeted Expenditures for High Needs Students in LCAP | \$ 100,372 |
| Expenditures not in the LCAP | \$ 652,569 |

| Expenditures for High Needs Students in the 2018-2019 LCAP Year | Amount |
|--|---------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ 94,884 |
| Estimated Actual Expenditures for High Needs Students in LCAP | \$ 91,121 |

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 |
|--------------------------------|---|---|
| Caliente Union School District | Kathleen S. Hansen, Superintendent/Principal | khansen@calienteschooldistrict.org (661)867-2301 |

2017-20 Plan Summary

The Story

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 49 and it is at the 69% socio-economical level. The total unduplicated is 69%.

LCAP Highlights

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

After evaluating data collected throughout the year along with 2018 SBAC results, stakeholders, board, teachers, and SSC, it became apparent that more concentrated focus and training needed to be centered on Common Core ELA and 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 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

Local Student Progress – B.O.Y. – Beginning of the year. E.O.Y. End of the year

K-2- ELA Scores – B.O.Y – 47% E.O.Y – 61%, Math Scores B.O.Y. – 48% E.O.Y. – 91%

3-5- ELA Scores – B.O.Y. - 58% E.O.Y. – 65%, Math Scores – B.O.Y. – 30% E.O.Y. - 45%

6-7 - ELA Scores – B.O.Y. 61% - E.O.Y. 68% - Math Scores – B.O.Y. 43% – E.O.Y 57%

The California School Dashboard indicator for Mathematics (3-8) status change "Maintained"

The California School Dashboard indicator for Suspension Rate declined 8.1%

Professional development: District was able to have KCSOS instructors provide Professional Development for teachers and paraprofessional – 2 days related to Mathematics.

District added one day to teacher's contract to participate in an online training targeting Common Core adopted Math and ELA. Teachers create pacing guides at the beginning of school year. PLC are focusing on utilizing embedded ELA and Mathematic benchmarks.

During PLC time there was a focus on Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement by Robert J. Marzano.

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

We have shown growth in all local assessments in ELA and Math, grades Kindergarten-8th.

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

1. Although there were not enough students taking the state assessment for ELA. The California School Dashboard Indicators for ELA (Grade 3-8) status change 'Declined' 12.5 points and 35.6 points below standard.
2. Although there were not enough students taking the state assessment for mathematics. The California School Dashboard Indicators for Math (Grade 3-8) status change 'Maintained' -0.1 points and 64 points below standard.
3. Teacher and paraprofessional 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 within combination classrooms. This is due to funding as a 'Necessary Small School'. Necessary Small School Funding for the district has been flat funded since 2012. The yearly cost of living increases and Special Education costs 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 on Common Core Math curriculum and best practices, at district site, either via online or in person, 2019-2020.
4. Due to the remote area and lack of access to resources for staff there is still a need for Professional Development. The Professional Development for staff will maximize teachers' abilities to enhance student achievement in Language Arts and Mathematics.

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

Students are 64.1 below standard in Mathematics on the California Dashboard and 35.6 below standard in English Language Arts.

Caliente is using a paraprofessional to assist with small group instruction daily in all classrooms. This "Floating Tutor" assist all teachers during the RTI time identified by each grade level. Teachers are using RTI to target intervention for all students who are struggling. The paraprofessional offers support via enrichment for students who are performing at standard during the RTI period to assist with instruction.

Caliente has also been using the Interim Block Assessments from CAASPP to gain further knowledge of assessment and practice for students. There has also been math professional development by Kern County Superintendents of Schools to offer teacher support for math implementation.

Teachers have a Professional Learning Community time built within their week. Every Friday is an early release so teachers have time to collaborate on the 4 essential questions of a PLC:

1. What do we want students to know and do?
2. How do we know they have learned it?
3. What do we do if they have not learned it?

4. What do we do if they have learned it?

We have shown growth in all local assessments in ELA and Math, grades Kindergarten-8th.

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

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.

N/A

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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed: 2018-2019

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

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 Priorities: Priority 1 (Basic)
- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 5 (Pupil Engagement)
- Priority 7 (Course Access)
- Priority 8 (Other Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Priority 1 (a) Number/rate of teachers not fully credentialed Maintain 0.0% | Maintain 0.0% |
| Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials Maintain 100% of pupils having sufficient access to standards-aligned instructional materials | Maintained 100% of pupils having sufficient access to standards-aligned instructional materials |
| Priority 1 (c) Overall Facility rating Maintain rating of "Good" from FIT/SARC | Maintained rating of "Good" from FIT/SARC |

Expected

Actual

Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board "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.

Priority 4 (a) State Assessments

CAASPP ELA -There was not enough students to give a color on the dashboard however students declined 12.5 points in ELA.

CAASPP ELA- 'Yellow'

CAASPP Math- 'Yellow'

CAASPP Math – There was not enough students to give a color on the dashboard however students maintained in Math.

Priority 4 (b) API

N/A

Priority 4 (c) Percent of students completing 1 CTE Course

N/A

Sequence

N/A

Priority 4 (d) Percent of EL students making progress towards English proficiency

N/A-Caliente has no English Learner students

N/A

Priority 4 (e) EL Reclassification Rate

N/A-Caliente has no English Learner students

N/A

Priority 4 (f) Percent of students passing AP exams

N/A

N/A

Priority 4 (g) EAP College

N/A

N/A

Priority 5(a) Attendance rate

93.12% Attendance Rate

93.5%

Priority 5 (b) Chronic Absenteeism Rate

29.1% chronically absent

25.5%

Priority 5 (c) Middle School Dropout Rate

N/A

N/A

Expected

Actual

Priority 5 (e) High School Graduation Rate

N/A

N/A

Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study

Maintain 100% of students have access to a broad course of study

Maintained 100% of students have access to a broad course of study

Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ services for unduplicated pupils

Maintain Programs and services are developed and provided to 100% of unduplicated pupils

Maintained 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

Maintain Programs and services are developed and provided to 100% of exceptional needs pupils

Maintained Programs and services are developed and provided to 100% of exceptional needs pupils

Priority 8 (a) Other Student Outcomes

Physical Fitness Test results- 70% (5th& 8th) fall into the HF (Healthy

Fitness Zone)

Physical Fitness Test results- 72% (5th& 7th) fall into the HF (Healthy Fitness Zone) due to small pupil population.

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

Planned
Actions/Services

• 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.

Actual
Actions/Services

All planned Actions/Services were completed in the 2018-2019 year including Visual charts in the cafeteria, end of quarter perfect attendance awards, Parent attendance at award assemblies,

Budgeted
Expenditures

\$130
Supplemental /Concentration Supplies

Estimated Actual
Expenditures

\$130
Supplemental /Concentration Supplies

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <ul style="list-style-type: none"> 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 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. | <p>Deputy Sheriff partnership to assist school with communication and support with truancy, and College Community Services providing counseling services for students as needed.</p> | | |
| Action 1b | | | |
| <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 | <p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> Maintain small class sizes to provide students with a lower student to teacher | <ul style="list-style-type: none"> \$77,312 \$3,650 (BTSA) Supplemental /Concentration Title II | <ul style="list-style-type: none"> \$77,312 \$3,650 (BTSA) Supplemental /Concentration Title II |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <ul style="list-style-type: none"> PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings. | <ul style="list-style-type: none"> The district will employ 3 general education Teachers. Grade level class size were as follows: Kinder/1st/2nd grade classroom = 19 3rd – 5th grade classroom = 17 6th – 8th grade classroom = 14 BTSA/Intern Teacher/Staff Handbook PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings. | <ul style="list-style-type: none"> Certificated Salaries & Benefits Certificated Salaries & Benefits | <ul style="list-style-type: none"> Certificated Salaries & Benefits Certificated Salaries & Benefits |

Action 1C

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <ul style="list-style-type: none"> BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students | <ul style="list-style-type: none"> All planned Actions/Services were completed in the 2018-2019 which included: BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students | <ul style="list-style-type: none"> \$4032 yearly Supplemental /Concentration Services & Other | <ul style="list-style-type: none"> \$ 0 Supplemental /Concentration Services & Other |

Action 1d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <ul style="list-style-type: none"> • RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students. • 1-hour session - Math/ELA tutoring for students 3 times a week. • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance. | <p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students. • 1-hour session - Math/ELA tutoring for students 3 times a week. • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance. | <p>\$7,100 Supplemental /Concentration Certificated Salaries & Benefits</p> | <p>\$ 2,218.75 = 3 X wk tutoring Supplemental /Concentration Certificated Salaries & Benefits</p> |

Action 1e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p>Music and Art lessons will each be provided</p> | <p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • Music and Art lessons provided to students | <p>No Cost</p> | <p>No Cost</p> |

Action 1f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| IT 3 times a month to maintain equipment | <p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> IT 3 times a month to maintain equipment | \$2,000 Supplemental /Concentration Classified Salaries & Benefits | \$7,200 Supplemental /Concentration Classified Salaries & Benefits |

Action 1g

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <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 | <p>All planned Actions/Services were completed in the 2018-2019 which included:</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 | \$4,000 Supplemental /Concentration Certificated Salaries & Benefits | \$4,200 Supplemental /Concentration Certificated Salaries & Benefits |

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

Action 1h

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers | All planned Actions/Services were completed in the 2018-2019 which included: Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers | \$1000 Base Certificated Salaries & Benefits | \$1000 Base Certificated Salaries & Benefits |

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.

ELA: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness of the California ELA standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. CAASPP ELA scores were 33.3% overall met and or exceeded standard.

Mathematics: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness on the California Mathematics standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and

collaborative discussion over results with colleagues to improve mastery of standards. CAASPP Math scores were 20% overall met and or exceeded standard.

Parental and community Involvement: Parent participation at Award Assemblies and Conferences were- 70% of Parents attended 2 scheduled parent conferences. Community and parental involvement cumulative assessing all events – 85% (Veteran's Program, Fall Festival, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Talent Show, Whiz Kids, Spring Fling).
1 teacher participated in the TIP/BTSA program. All teachers are 'Highly Qualified' 'Mindset' and academic dialogue was promoted across campus. PBIS is a daily part of campus life.

'Floating Tutor' traveled to classrooms each day, working with enriching students that had mastery in a focused skill while teachers worked (within her classroom) with targeted students until mastery was obtained.

All pupils have sufficient access to standards-aligned instructional materials.

BIG Grant was maintained for security cameras and infrastructure for operation of the online state assessments. The IT support was part time this year and occurred 3 times per month.

Overall Facilities rating: Maintained rating of "Good" from FIT/SARC

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

The "Floating Tutor" showed the greatest success. Students were not pulled out for RTI during science or social studies. Each teacher was scheduled with a 30-minute block for working with targeted students while the rest of the class had an enrichment lesson.

Parents, students and staff felt this eliminated undo stress from the returning student that had reentered in the middle of a lesson, causing him/her to be further behind.

Parent participation at Award Assemblies and Conferences were- 70% of Parents attended 2 scheduled parent conferences. Community and parental involvement cumulative assessing all events – 85% (Veteran's Program, Fall Festival, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Talent Show, Whiz Kids, Spring Fling).

Local Student Progress – B.O.Y. – Beginning of the year. E.O.Y. End of the year

K-2- ELA Scores – B.O.Y – 47% E.O.Y – 61%, Math Scores B.O.Y. – 48% E.O.Y. – 91%

3-5- ELA Scores – B.O.Y. - 58% E.O.Y. – 65%, Math Scores – B.O.Y. – 30% E.O.Y. - 45%

6-7 - ELA Scores – B.O.Y. 61% - E.O.Y. 68% - Math Scores – B.O.Y. 43% – E.O.Y 57%

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

Explain 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.

An additional teacher orientation day prior to the start of school was added to the calendar to allow for professional development for teachers. The teachers developed a scope and sequence to their curriculum which included benchmarks for Math and ELA in all grade levels.

Goal 2

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

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3 (Parent Engagement)
- Priority 6 (Pupil Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Priority 3 (a) Efforts to seek parent input in making decisions for district and school sites

District increased this year from 75% involvement to 80% in attendance of events.

Actual

Parental input in making decisions for district increased this year from 75% involvement to 79% in attendance of events. 92% from Parental Surveys indicated that they felt they were sought after for making important decisions for the district and school site.

Expected

Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils

95% 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 of exceptional needs pupils

100% of parents will attend IEP's and 504s either in person or via phone conference

Priority 6 (a) Pupil Suspension Rate

0.04%

Priority 6 (b) Pupil Expulsion Rate

Maintain 0.0%

Priority 6 (c) Other local measures on sense of safety and school connectedness

Surveys of feeling safe and connectedness to school for

Parents: 100%

Students: 96%

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 2a

Planned
Actions/Services

Positive Behavior Intervention and Supports – Will be awarded each quarter with a trophy and class picture with trophy

Actual
Actions/Services

All planned Actions/Services were completed in the 2018-2019 which included:

Actual

94% of SED student's parents attended Parent Teacher conferences either in person or via phone conference

100% of parents attended IEPs and 504s either in person or via phone conference

Fall 2018 – Dashboard Suspension Rate; 1.8%, 'Declined' 8.1%. However, no students were suspended for the entire school year, 2018-2019.

Maintained 0.0%

Surveys of feeling safe and connectedness to school for

Parents: 100%

Students: 87%

Staff: 100%

Budgeted
Expenditures

\$60

Estimated Actual
Expenditures

\$60

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------------------|--------------------------------------|
| 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. | PBIS and supports for students with incentives and other school recognition. | Supplemental /Concentration Supplies | Supplemental /Concentration Supplies |

Action 2b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| District will monitor security cameras and alarms system | All planned Actions/Services were completed in the 2018-2019 which included: District monitored security cameras and alarm system | None | None |

Action 2c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking | All planned Actions/Services were completed in the 2018-2019 which included: Gardening classes were planned to take place this year one day a week as weather permitted however the instructor was not available for the entire year. During the time gardening classes were in place the students planted indoor plants in a terrarium that is housed in | \$250 Supplemental /Concentration Books & Supplies | \$0 Supplemental /Concentration Books & Supplies |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|--|-----------------------|-------------------------------|
| | the school's cafeteria. Gardening Club groomed and planted plants in Adam's Garden. Students received classes in gardening for half the year. | | |

Action 2d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| 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... | All planned Actions/Services were completed in the 2018-2019 which included: SSC met 2 times this year. The SSC met and looked over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc... | None | None |

Action 2e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 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 | All planned Actions/Services were completed in the 2018-2019 which included: <ul style="list-style-type: none"> • Fall Festival • parent conference meetings | None | None |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|---|-----------------------|-------------------------------|
| | <ul style="list-style-type: none"> • 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 | | |

Action 2f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| <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. | <p>All planned Actions/Services were completed in the 2018-2019 which included:</p> | None | None |

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.

Parental input in making decisions for district increased this year. LCAP parental surveys, "Parents have enough opportunities to take part in decisions made within the district and are invited to help plan, implement and evaluate instructional materials, strategies and programs" felt 92% 'Strongly Agreed and Agreed'. School events pulled in large parent and community participation.

Since a new gate and security cameras were added, the school has a more secure way to maintain campus safety for students and staff.

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

This year there were no students that have any suspensions. There are no expulsions because an emphasis has been placed on PBIS goals, Restorative Practice, and Suicide Prevention/Intervention.

Staff participated in "Suicide Prevention/Intervention Training" and annually participate in Crisis Intervention Institute (CPI). These awareness trainings help staff to recognize and deescalate potential situations.

According to Staff, Student, and Community surveys:

100% of staff feel safe while at school

87% of students feel safe while at school

100% of parents feel that the school is safe for their children

Explain 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.

There was a security gate added to the front of the school to make a more secure campus to create a single point of entrance to the campus. We continue to look at security measures to secure our campus during the day.

Due to a renewal certificate for Crisis Intervention Institute (CPI) for a staff member to be certified, we did not anticipate the cost of this training. This staff member is trained to lead the staff in de-escalation techniques for students and this is a planned professional development done every year.

Stakeholder Engagement

LCAP Year: 2019-2020

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 2018 - 2019.

1. Back-To-School Night: 7/19/2018 (community stakeholders, parents, students)
2. School site Council Meetings: 7/30/18, 10/15/18, 6/3/2019
3. Board Meetings/2 Trustees' Dinners: 8/21/18, 9/11/18, 10/9/18, 11/13/18, 12/11/178, 1/15/19, 2/12/19, 3/12/19, 4/123/19, 5/14/19, 6/17/19, Trustee Dinners – 10/29/18 & 2/25/19
4. LCAP/Teacher Development/PLC: twice a month
5. LCAP/Teacher Development added day to school year – 7/18/18
5. Public Hearing – LCAP and Budget: 6/17/19
6. Surveys: 4/3/2019 (Parents, Staff, and Students) Parental surveys were mailed with a self-addressed return envelopes. Staff and students filled out their surveys at school.
7. Awards Assemblies: 9/21/18, 12/21/18, 4/2/19, 6/10/19
8. Local Board Approval of budget and LCAP: 6/18/2019

* There are no bargaining units to console.

Impact on LCAP and Annual Update

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

District personnel met with all stakeholder groups on the dates listed above. An LCAP summary with updated progress reports was presented to stakeholder groups. This includes ideas for the upcoming school year with opportunities for stakeholder feedback, updates on expenditures, and data showing the metrics that were used for Goals 1 and 2. Feedback from these meetings included the need for some repairs for structures from the aging process, a Career Day for all ages - meet people and the different steps they took to get there, and the school buses have had multiple issues this year but parents felt that we kept them informed by phone. Staff (92%) felt that the district provided a high quality of education. The parent survey (92%) revealed that their students are learning but felt homework and classroom environment conducive to learning was rated at (82%).

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

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 Priorities: Priority 1 (Basic)
- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 5 (Pupil Engagement)
- Priority 7 (Course Access)
- Priority 8 (Other Pupil Outcomes)

Local Priorities: N/A

Identified Need:

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

CAASPP Math data shows that students maintained this year however only 20% of students met or exceeded standard.

CAASPP ELA data shows that students declined 12.5 points in ELA and 40% of students met or exceeded standard.

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% | Goal: Maintain 0.0% | Goal: Maintain 0.0% | Goal: 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 have any EL students | N/A Caliente currently does not have any EL students | N/A Caliente currently does not have any EL students | N/A Caliente currently does not have any EL students |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---|---|
| Priority 4 (a) State Assessments | CAASPP ELA – ‘Orange’ Maintained Math – ‘Orange’ Declined | ELA- ‘Yellow’ + 15.1 points Math- ‘Yellow’ + 9.3 points | CAASPP ELA -There was not enough students to give a color on the dashboard however students declined 12.5 points in ELA. CAASPP Math – There was not enough students to give a color on the dashboard however students maintained in Math. | Increase by 5% in CAASPP ELA of students meeting or exceeding standard (from 40% overall to 45% overall) Increase by 5% in CAASPP Math of students meeting or exceeding standard (from 20% overall to 25% overall) |
| 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 progress towards English proficiency | N/A | N/A | N/A | N/A |
| 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 |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| Priority 4 (g) EAP College | N/A | N/A | N/A | N/A |
| Priority 5(a) Attendance rate | 91.66% | 93% Actual: 93.35% | 93.5% Actual: 93.12% | 94.5% |
| Priority 5 (b) Chronic Absenteeism Rate | 34.6% | 33.5% Actual: 26% | 25.5% Actual: 29.1% | 25% |
| Priority 5 (c) Middle School Dropout Rate | N/A | N/A | N/A | N/A |
| 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 pupils have access to and are enrolled in a broad course of study | Maintain 100% of students have access to a broad course of study | Goal: Maintain 100% of students have access to a broad course of study Actual: 100% | Goal: Maintain 100% of students have access to a broad course of study Actual: 100% | Goal: Maintain 100% of students have access to a broad course of study |
| Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ | Maintain Programs and services are developed and provided to 100% of unduplicated pupils | Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils | Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils | Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--------------|---|---|
| services for unduplicated pupils | | Actual: 100% | Actual: 100% | |
| Priority 7 (e) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs | Maintain Programs and services are developed and provided to 100% of exceptional needs pupils | Actual: 100% | Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils Actual: 100% | Goal: 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) | Actual: 68% | Goal: Physical Fitness Test results- 73% (5th& 8th) fall into the HF (Healthy Fitness Zone) Actual: 68% | Goal: Physical Fitness Test results- 75% (5th& 8th) fall into the HF (Healthy Fitness Zone) |

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 1a

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)

N/A

Location(s):

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

N/A

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) |
|--|--|---|
| Low Income | LEA-Wide | All School |

Actions/Services

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

2017-18 Actions/Services

- 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 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

2018-19 Actions/Services

- 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 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

2019-20 Actions/Services

- 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 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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS. | truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS. | truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS. |

Budgeted Expenditures

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

Action 1b

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)

N/A

Location(s):

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

N/A

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) |
| Low Income | LEA-Wide | All School |

Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--|--|---|
| <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: Mindset –The New Psychology of Success and The Growth Mindset Coach. A teacher’s Month-by-Month Handbook for Empowering Students to Achieve | <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 PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings. | <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: Ai the end of 2018 -2019 school year, teachers will select a new book for 2019-2020 school year. |

Budgeted Expenditures

| | | | |
|--------|-------------|-------------|-------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | a. \$77,312 | a. \$77,312 | a. \$77,600 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| | b. \$3,650 (BTSA) c. \$30.64 d. \$136.50 | b. \$3,650 (BTSA) | b. \$3,650 (BTSA) |
| Source | Supplemental/Concentration | a. Supplemental/Concentration b. Title II | a. Supplemental/Concentration b. Title II |
| Budget Reference | a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits c. Supplies d. Supplies | a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits | a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits |

Action 1C

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)

N/A

Location(s):

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

N/A

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)

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

Unchanged

Unchanged

2017-18 Actions/Services

BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2018-19 Actions/Services

BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2019-20 Actions/Services

BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

Budgeted Expenditures

| | | | |
|------------------|----------------------------|----------------------------|----------------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$4,032 yearly | \$4,032 yearly | \$4,032 yearly |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Services & Other | Services & Other | Services & Other |

Action 1d

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):

N/A

N/A

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) |
| Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

2019-20 Actions/Services

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

Budgeted Expenditures

| | | | |
|--------|----------------------------|----------------------------|----------------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$2,500 | \$7,100 | \$7,300 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------------------|----------------------------------|----------------------------------|
| Budget Reference | Certificated Salaries & Benefits | Certificated Salaries & Benefits | Certificated Salaries & Benefits |

Action 1e

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)

N/A N/A

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)

Low Income LEA-wide All Schools

Actions/Services

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

Modified Unchanged Unchanged

2017-18 Actions/Services

Music and Art lessons will each be provided

2018-19 Actions/Services

Music and Art lessons will each be provided

2019-20 Actions/Services

Music and Art lessons will each be provided

Budgeted Expenditures

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

Action 1f

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)

N/A

Location(s):

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

N/A

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)

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

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

Unchanged

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

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|--|--|
| MOU increase with IT 3 time a month to maintain equipment | IT 3 times a month to maintain equipment | IT 3 times a month to maintain equipment |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|--------------------------------|--------------------------------|
| Amount | \$3,456 | \$2,000.00 | \$7,000.00 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Classified Salaries & Benefits | Classified Salaries & Benefits | Classified Salaries & Benefits |

Action 1g

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)

N/A

Location(s):

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

N/A

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)

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 | Unchanged | Unchanged | Unchanged |
|---|---|---|----------------------------|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services | |
| <p>In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum</p> <ul style="list-style-type: none"> 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>In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum</p> <ul style="list-style-type: none"> 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>In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum</p> <ul style="list-style-type: none"> 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 | |
| Budgeted Expenditures | | | |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$4,000 | \$4,000 | \$4,000 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------------------|----------------------------------|----------------------------------|
| Budget Reference | Certificated Salaries & Benefits | Certificated Salaries & Benefits | Certificated Salaries & Benefits |

Action 1h

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):

N/A

N/A

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)

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

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

2019-20 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

Local Priorities: N/A

Identified Need:

District recognizes children come from different environments and those daily environmental changes affect their everyday learning capacity. District will continue to monitor, evaluate and focus on suspension rates.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|--|
| Priority 3 (a) Efforts to seek parent input in making decisions for district and school sites | Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events. | Goal: Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events. Actual: 75% | Efforts to seek parent input in making decisions for district increased this year from 75% involvement to 80% in attendance of events. Actual: 78% | Efforts to seek parent input in making decisions for district increased this year from 80% involvement to 85% 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 the community, advertisement in local paper and bulletin boards on display at district. | 90% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference. Actual: 90% | 95% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference. Actual: 70% | 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 | 100% of parents will attend IEPs and 504s either in person or via phone conference Actual: 100% | 100% of parents will attend IEPs and 504s either in person or via phone conference Actual: 100% | 100% of parents will attend IEPs and 504s either in person or via phone conference |

| Metrics/Indicators | 2019-20 | 2018-19 | 2017-18 | Baseline |
|---|--|--|---|--|
| Priority 6 (a) Pupil suspension rate | 0.0% (Reported as of May 1st) | 0% (Reported as of May 1st) | 0.05% (Reported as of May 1st) Actual: 9.8% | Program: RSP teacher included parents of students in the school activities, IEP, and decisions. 0.06% (Reported as of May 1st) |
| Priority 6 (b) Pupil expulsion rate | Maintain 0.0% | Maintain 0.0% Actual: 0.0% | Maintain 0.0% Actual: 0.0% | 0.0% (Reported as of May 1st) |
| Priority 6 (c) Other local measures on sense of safety and school connectedness | Surveys of feeling safe and connectedness to school: Parents: 100% Students: 100% Staff: 100% | Surveys of feeling safe and connectedness to school: Parents: 100% Students: 96% Staff: 100% Actual: Parents: 100 % Students: 87% Staff: 100% | Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100% Actual: Parents: 100% Students: 95% Staff: 100% | Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100% |

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 2a

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)

N/A

Location(s):

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

N/A

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)

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

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

Unchanged

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

Modified

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed on a social media platform and school website. The classroom party and overall trophy will be awarded at the end of the school year.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|----------------------------|----------------------------|----------------------------|
| Amount | \$60 | \$60 | \$60 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Supplies | Supplies | Supplies |

Action 2b

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)

N/A

Location(s):

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

N/A

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

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

Unchanged

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

Unchanged

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

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | N/A | N/A | N/A |
| Source | N/A | N/A | N/A |
| Budget Reference | N/A | N/A | N/A |

Action 2C

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)

N/A

Location(s):

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

N/A

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)

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 | Unchanged | Modified |
| 2017-18 Actions/Services Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking | 2018-19 Actions/Services Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking | 2019-20 Actions/Services Gardening and STEM projects will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking |

Budgeted Expenditures

| | | | |
|------------------|----------------------------|----------------------------|----------------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$250 | \$250 | \$250 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Books & Supplies | Books & Supplies | Books & Supplies |

Action 2d

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)

N/A N/A

Location(s):

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

N/A

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) |
|--|--|---|
| 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 | Unchanged | Unchanged |

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

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

Action 2e

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):

N/A

N/A

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)

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

Unchanged

Unchanged

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

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

Action 2f

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)

N/A

Location(s):

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

N/A

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)

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

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

Unchanged

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

Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--|---|---|
| <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 as needed. |

Budgeted Expenditures

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

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 |
|--|--|
| \$81,376 | 15.87% |

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 69% 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, 1B, 1C, 1F, 1G, 2A, and 2C 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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$ 85,720

16.86%

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 74% 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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-2018

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| \$84,060 | 16.46% |

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**